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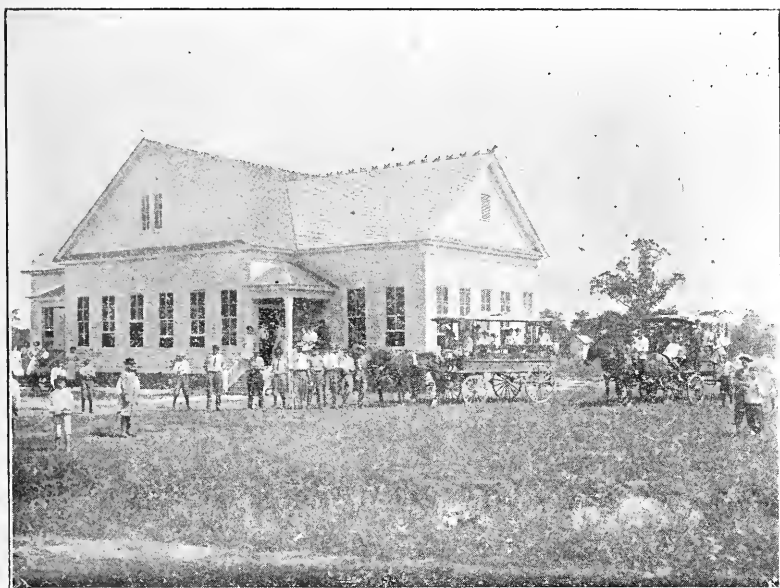
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RURAL SCHOOL SITUATION IN TENNESSEE

BULLETIN OF INFORMATION

REGARDING



CONSOLIDATION OF SCHOOLS AND TRANSPORTATION OF PUPILS

ISSUED BY THE

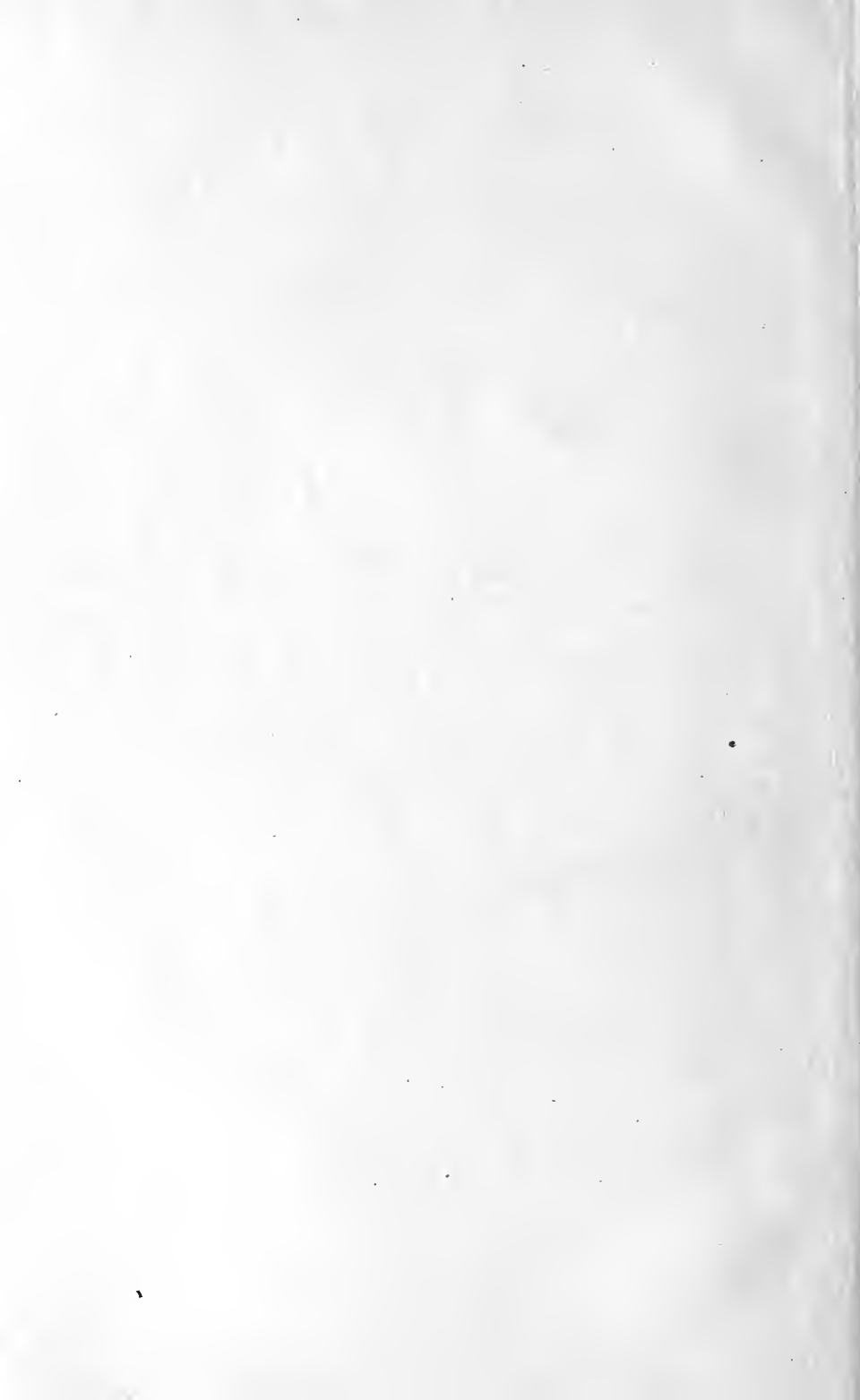
DEPARTMENT OF PUBLIC INSTRUCTION

J. W. BRISTER, SUPERINTENDENT

FRED B. FRAZIER, ELEMENTARY SCHOOL INSPECTOR

NASHVILLE, TENN.

1912



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RURAL SCHOOL SITUATION IN TENNESSEE

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BULLETIN OF INFORMATION
REGARDING
CONSOLIDATION OF SCHOOLS
AND
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ISSUED BY THE
Tennessee, DEPARTMENT OF PUBLIC INSTRUCTION

J. W. BRISTER, SUPERINTENDENT
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Nashville, Tenn.
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PLAN AND PURPOSE OF THE BULLETIN.

The information contained in the following pages has been obtained directly from County Superintendents by means of reports sent out by the State Department of Public Instruction, by personal inspection of rural schools in a number of counties, by personal observation of the practical workings of consolidation and transportation in those counties of the State where it is being successfully operated.

The purpose is to show the cost and inefficiency of the average one-teacher rural school in Tennessee, and also the cost and efficiency of the elementary graded schools of representative cities and towns. By a comparison of these facts a definite idea as to the excessive cost and inefficiency of the average one-teacher rural school is obtained.

This demonstration is followed by a study of consolidation and transportation in certain counties of Tennessee and in other States. It is hoped by a recital of the history and progress of this movement to show to the people of Tennessee that a wise school policy would substitute consolidated schools for the high-priced, inefficient, and inadequate single-teacher schools—indeed, that consolidation of schools with transportation of pupils is necessary for a successful system of rural schools.

It is proper to state that this investigation in Tennessee was suggested by the comprehensive and serviceable bulletin on consolidation and transportation issued by the State Department of Public Instruction of North Carolina.

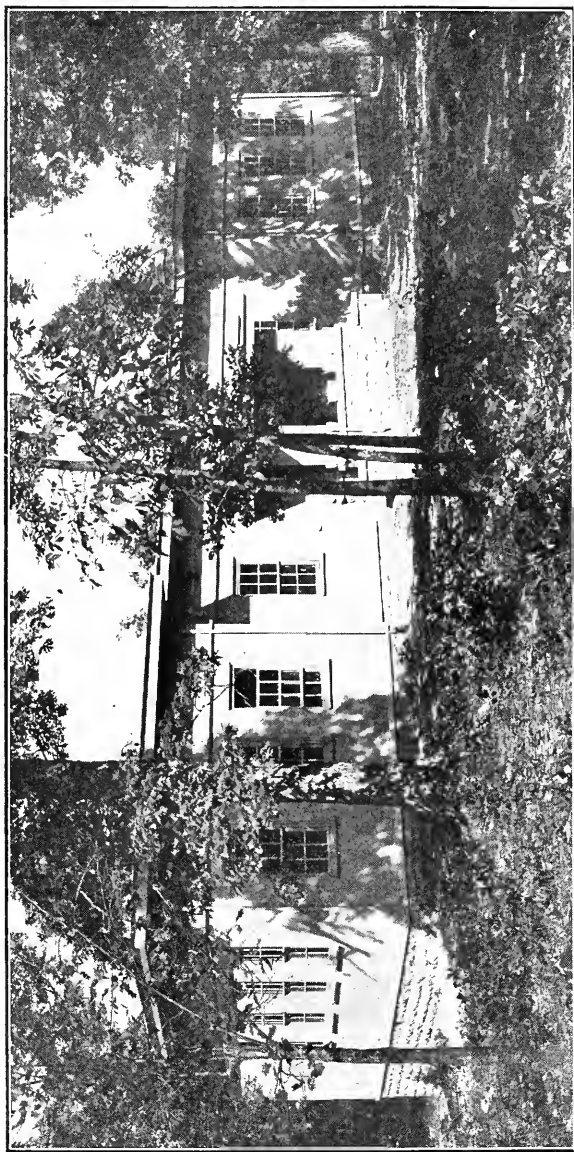
THE RURAL SCHOOL SITUATION IN TENNESSEE.

The purpose of this bulletin is to direct attention to the rural school situation in Tennessee, and particularly the rural elementary school. The most interesting phase of public-school education in the State to-day—or, rather, that which is most deserving of interest—is the rural school. This statement is made advisedly, and for the following reasons:

1. **The Rural School is an Important Factor in the Larger Problem of Rural Life.** Without attempting to justify the use of the word “problem” in this connection, it may be said that the situation is sufficiently complex and involves a sufficient number of factors to warrant it.

It is generally agreed that many of the institutions peculiar to country life are on the decline; that the country church is weakening, the glamor is being lifted from the old-time country home, rural population is declining, and there is manifest a general decay of country life. The one fact of decreasing rural population and increasing city population gives rise to alarm and calls for serious inquiry into the cause. Thirty-seven counties in Tennessee showed a smaller population in 1910 than in 1900. The total increase for the whole State during the decade was only 164,173, and 70 per cent of this small increase is credited to the four counties of the State having large cities. The cry of “back to the farm” is not without significance; it grows out of the realization on the part of thoughtful men of a serious condition. Whatever other hypotheses may be advanced as to the cause of the influx of population to the cities, it is certainly true that a large number of desirable inhabitants of the country are leaving their homes in order to secure proper educational advantages for their children.

The need of improvement in the rural school is universally felt. It must play a prominent part in all the activities inaugurated for the resuscitation of country life. To it, more than



A MODERN RURAL SCHOOL IN TENNESSEE.
Why can't we have buildings as good for all our children?

to any other single institution which functions for country life, we must look for the setting in motion of forces which will make for attractiveness and productiveness, which will produce a satisfying richness and fullness of life, and which will thus aid materially in the solution of the problem confronting us.

2. The Rural School Has Been Apparently Neglected. The thought of educators has been primarily about other phases of educational work. It is not meant that they have intentionally neglected the rural school; indeed, they have not really neglected it. But in Tennessee and throughout the country, according to recent utterances from prominent educators, the rural school has not been held definitely in consciousness; other educational agencies have occupied first place, and the interest in the rural school has been largely incidental. It is not too much to say that the chief concern of the leading educators of Tennessee for the last decade has been teacher training. It is true that the argument for teacher-training agencies rested always on the needs of the rural schools—elementary schools; but the object was so great as to become almost an end in itself, and the ultimate purpose has been well-nigh obscured.

The attention and interest centered on this one point have produced results, and there is now in successful operation a creditable system of Normal schools. But the mere fact of their establishment does not improve the rural school. Another and a far step needs to be taken. Teachers must not only be prepared, but a place must be prepared for the teacher. The rural elementary school, then, must be brought into prominence; interest and attention must be focused thereon; for in the rural school lies our vital educational problem.

3. The Rural Elementary School Has Made Comparatively Little Progress. It is universally agreed that it is the most backward of all our educational agencies. While city schools, normal schools, colleges, and universities have been going forward steadily, it has been marking time. It is true that some progress has been made—that the term has been slowly lengthened, teachers' salaries have shown some advance, the revenues have increased; but it needs no argument to demon-

strate that it has not kept pace with other educational forces and is to-day lamentably lacking in efficiency and vitality.

This is true not only in Tennessee, but all over the country the same complaint is heard. The rural elementary school is not responding effectively to the demands made upon it; it is not functioning satisfactorily for rural life. The shortness of term, the poor salaries of teachers, the consequent inexperienced and untrained teaching force, the inadequate supervision, the insanitary school conditions, the small school unit, the isolation, the antiquated course of study, the general inefficiency—all are counts in the indictment which can be truthfully drawn against the rural elementary school.

It needs no argument to show that this rural school is of tremendous importance. The biggest part of our population is still in the country. If our State is to be educated, it must be through this agency; if illiteracy is to be abolished, the larger share of the burden is to fall upon the rural school; if there is to be an intelligent electorate qualified to deal with the intricate problems of government and to meet the responsible duties of citizenship, there must be an efficient rural school. The greatest foe of progress, the biggest obstacle in the development of our State, is ignorance. The only destruction of the foe, the only way to remove the obstacle, is in the school. It must be resuscitated and vitalized. The future of the State, its manhood and womanhood, depends upon it.

Here, then, it must be insisted, is our vital educational problem; here is the educational agency most deserving of the people's interest; here, if possible, we who happen to be in official lead to-day are determined to focus attention and cease not to call upon the men and women of all classes to come to our aid.

It should be borne in mind that this is not a matter that concerns merely the people who live in the country, but the urban population of the State is just as much involved. The cities cannot live to themselves; they draw much of their best citizenship from the country; their life is conditioned on the rural environment. So that we have no array of country against city when we aim to focus attention on the country

school. We are holding up the city school to them, not as a model to be copied, but as indicating the educational advantages which their children ought to have; and we are urging that country boys and girls everywhere shall have educational opportunities equal to those enjoyed by their city cousins.

Below is suggested a program for the improvement of the rural school. While it is concerned primarily with the elementary school, it considers in a general way the whole rural school situation. It is realized that there is nothing essentially new about it, it being merely an attempt to set forth a program or platform in more or less definite form, to be worked out as rapidly as conditions will permit.

THE RURAL SCHOOL—A PROGRAM FOR ITS IMPROVEMENT.

AIMS.

1. **A General One.** To give a rural coloring to the whole rural-school process.
2. **A Particular One.** To afford the opportunity for vocational training in occupations peculiar to rural life.

The rural school should function so satisfactorily and effectively for rural life that the tendency among boys and girls educated therein should be to remain on the farm.

PLATFORM.

1. **The Teacher.** Professionally trained. Forty-four counties of the State have established high schools, a number of them of the first class. The State Normal schools are in successful operation. The chief argument used to secure their establishment was the need of a trained teaching force and the certainty of their supplying it. The time has come when Boards of Education can consistently demand trained teachers and can make a minimum scholastic requirement of four years'

high-school work. At the same time the normal-school courses and those for teachers in high schools should be adapted to the training of rural teachers. The normal schools and the high schools will defeat the very purpose of their establishment unless they make some direct and valuable contribution to the rural elementary schools.

2. **Buildings.** Modern, sanitary, comfortable, attractive, with suitable furnishings, adequate equipment, accessible playgrounds, and sufficient acreage for agricultural teaching.

To secure this,

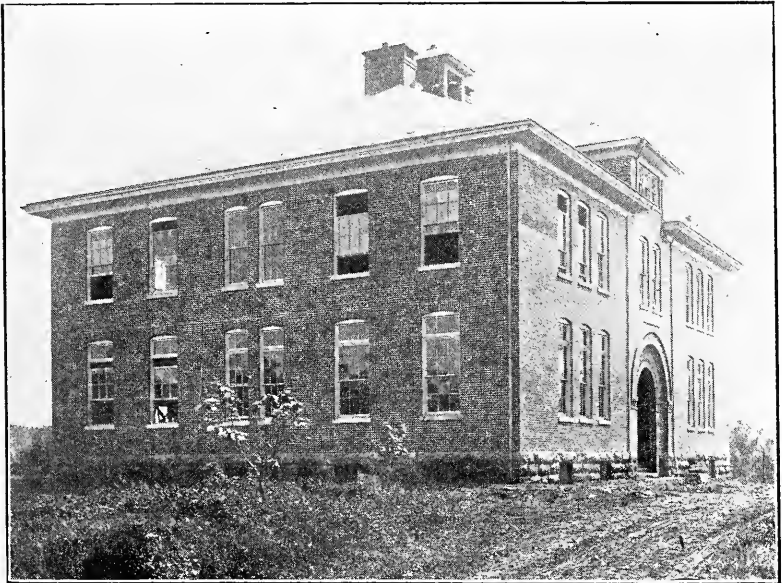
BOND ISSUES

are absolutely necessary, it having long since been demonstrated that ordinary annual revenues are insufficient.

3. **Courses of Study.** Graded, revised, vitalized, related to life, growing out of life's needs, functioning for them.
 - (1) Correlation of English with nature study and agriculture.
 - (2) Text-book in arithmetic dealing largely with quantitative aspects of rural life.
 - (3) Other subjects of the school course to bear more directly upon rural life.
 - (4) Agriculture and domestic science introduced as rapidly as possible into the grades.
4. **Consolidation and Transportation.** The need of a larger school unit for teaching and supervisory purposes is imperative. To secure this, single-teacher schools should be abandoned, and schools with three or four or five rooms, with transportation facilities provided, should be established at strategic and easily accessible points.
5. **Supervision.** Frequent, persistent, competent.
 - (1) County Superintendents with longer terms, not engaged in any other occupation, chosen because of

fitness, and not necessarily a resident of county when elected.

- (2) Assistant County Superintendents having special charge of agricultural and domestic science work; head of Department of Agriculture in central high school and supervisor and director of agriculture and domestic science in elementary schools.
- (3) Elementary school inspector in each Grand Divi-



FARRAGUT HIGH SCHOOL.

One of our best county high schools. It is doing a work whose value is recognized throughout the county and the State.

sion, to work with and under general direction of the State Superintendent and State elementary school inspector.

- (4) County Supervisors with specific districts not too large for efficient work.

6. High Schools.

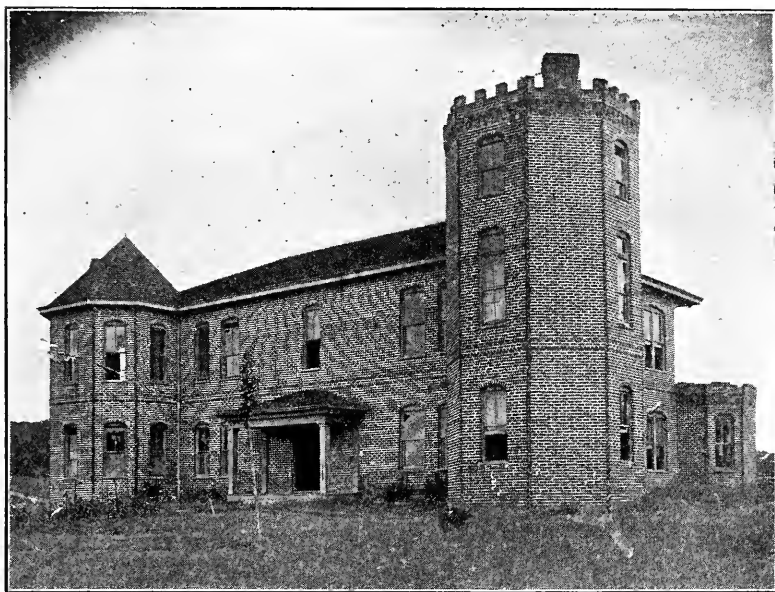
- (1) Some high-school work in consolidated schools, these being correlated with

- (2) Central high school, with four years' genuine high-school work; agriculture and domestic science departments in the high schools as thoroughly organized, as well equipped as any other departments of the school.
- (3) Demonstration farms—at least one in the county in connection with the high school.
- (4) Corn clubs for boys and canning and poultry clubs for girls in every county high school, which as rapidly as possible should be extended to other schools. This club work should be supervised by State and county officials. By establishing them in the school and making intelligent use of government bulletins, we have at hand a most effective means of beginning real agriculture and domestic science teaching in all our schools.

- 7. **Compulsory Attendance.** With such a system as here outlined, attendance will naturally increase. But to protect the State against illiterary, to secure an intelligent electorate, all its boys and girls should attend school, and force should be exerted when the ordinary attractions of the school fail.
- 8. **School Term.** Minimum of six months, gradually growing to nine, with its industrial work extending through the whole year.
- 9. **Medical Inspection.** The value of inspection has been demonstrated wherever tried. A State-wide law is necessary, which counties can put into operation as fast as conditions warrant.
- 10. **Community Coöperation.** Not only by sympathy and financial support, but by active participation in the school activities. The school is for the whole community, adults as well as minors. It must make contribution to the economic, industrial, and social life of all the people, as well as to their intellectual life. When it does, it will become the center of community life, and its efficiency will no longer be in question.

NECESSARY REVENUES.

1. State Appropriation to be Increased from 25 per cent to 33 1-3 per cent of its Gross Revenues. But for a parliamentary technicality, the schools would to-day be enjoying this larger bounty. The friends of the schools in the State must see to it that the school sentiment in the coming General Assembly is as strong as in the last, and leave no effort undone to secure this greater revenue.



MONROE COUNTY HIGH SCHOOL.

It has recently acquired a splendid site for a Demonstration Farm and Boys' Dormitory.

2. Bond Issue for Building and Equipment as Noted Above.
The annual school fund cannot stand the constant drain for building and repairing. The school term will remain short and the building be unsatisfactory as long as annual funds are thus perverted. The burden of permanent improvements should be distributed over a series of

years, and the wise County Superintendent will project plans to that end.

3. **Larger Local Levies.** The success or failure of the schools depend, in the last analysis, upon local school sentiment. The State at large can do only a small part of the work; the bulk of the revenues must come from the counties. Our great duty is to convince the people of the value of school work. If we can only do this, adequate financial assistance is sure to come.



GROVE HIGH SCHOOL, PARIS, TENN.
Henry County has no institution of more value to the county and State.

THE ONE-TEACHER SCHOOL.

COST AND EDUCATIONAL EFFICIENCY OF THE WHITE ONE-TEACHER RURAL SCHOOLS HAVING FROM ONE TO THIRTY PUPILS IN DAILY ATTENDANCE.

TABLE I.

Total Number of White Schools per County Superintendent in Ninety-six Counties in Tennessee, Total Number of White One-Teacher Schools in Each County, and the Number of White One-Teacher Schools in Each County Having from One to Fifteen, Fifteen to Twenty, Twenty to Twenty-five, and Twenty-five to Thirty Pupils in Daily Attendance.

County	Number	Number White Rural Schools	Number White One- Teacher Schools	No. Schools Having Pupils in Daily Attendance as Follows:				Number
				1 to 15	15 to 20	20 to 25	25 to 30	
Anderson	1	64	47	3	2	10	10	1
Bedford	2	57	36	.....	1	3	6	2
Benton	3	68	66	19	20	11	10	3
Bledsoe	4	41	34	12	14	15	5	4
Blount	5	101	91	1	1	5	3	5
Bradley	6	44	38	1	4	11	5	6
Campbell	7	87	55	15	10	12	18	7
Cannon	8	52	47	.....	1	4	7	8
Carroll	9	85	68	3	30	17	6	9
Carter	10	55	35	.....	3	4	7	10
Cheatham	11	60	43	2	5	10	9	11
Chester	12	36	33	.....	.....	.....	.....	12
Claiborne	13	94	78	.....	5	9	6	13
Clay	14	46	36	8	17	4	17	14
Cocke	15	87	77	4	4	7	12	15
Coffee	16	62	54	.....	8	14	12	16
Crockett	17	40	28	8	.....	5	3	17
Cumberland	18	58	51	6	25	15	12	18
Davidson	19	66	21	1	6	5	7	19
Decatur	20	44	41	13	11	9	11	20
DeKalb	21	70	48	28	20	18	4	21
Dickson	22	68	59	3	10	13	9	22
Dyer	23	65	45	10	15	10	30	23
Fayette	24	41	32	20	7	5	1	24
Fentress	25	52	48	12	14	12	10	25
Franklin	26	63	47	3	10	8	13	26
Gibson	27	64	46	4	7	6	14	27
Giles	28	74	50	1	18	16	17	28
Grainger	29	56	51	1	2	3	6	29
Greene	30	120	90	1	3	30	40	30
Grundy	31	111	100	1	2	5	2	31
Hamblen	32	35	24	.....	3	5	4	32
Hamilton	33	75	27	4	3	3	5	33
Hancock	34	50	46	3	4	5	6	34
Hardeman	35	63	60	.....	.....	.....	.....	35
Hardin	36	75	59	8	11	18	5	36
Hawkins	37	93	79	.....	4	7	12	37
Haywood	38	48	34	2	5	4	6	38
Henderson	39	86	83	.....	.....	.....	.....	39
Henry	40	86	72	7	26	15	11	40
Hickman	41	76	66	17	13	15	14	41
Houston	42	26	17	6	11	3	3	42
Humphreys	43	66	64	7	12	18	8	43
Jackson	44	63	49	1	3	2	2	44
James	45	19	12	.....	1	.....	2	45
Jefferson	46	63	45	3	2	3	5	46
Johnson	47	45	30	.....	.....	2	7	47
Knox	48	163	58	.....	38	50	42	48
Lake	49	14	11	3	2	3	6	49
Lauderdale	50	44	34	.....	.....	4	4	50
Lawrence	51	78	65	17	.....	7	28	51
Lewis	52	30	28	8	3	13	2	52
Lincoln	53	60	33	.....	.....	25	61	53

TABLE I.—Continued.

Total Number of White Schools per County Superintendent in Ninety-six Counties in Tennessee, Total Number of White One-Teacher Schools in Each County, and the Number of White One-Teacher Schools in Each County Having from One to Fifteen, Fifteen to Twenty, Twenty to Twenty-five, and Twenty-five to Thirty Pupils in Daily Attendance.

County	Number	Number White Rural Schools	Number White One- Teacher Schools	No. Schools Having Pupils in Daily Attendance as Follows:				Number
				1 to 15	15 to 20	20 to 25	25 to 30	
Loudon	54	49	43	6	12	15	16	54
McMinn	55	77	72	1	5	10	61	55
McNairy	56	83	78	4	22	9	16	56
Macon	57	59	51	3	10	20	15	57
Madison	58	91	56	5	19	14	8	58
Marion	59	50	36	5	3	4	1	59
Marshall	60	47	26	2	1	3	4	60
Maury	61	116	78	5	19	24	7	61
Meigs	62	30	25	1	4	3	7	62
Monroe	63	74	67	4	14	10	16	63
Montgomery	64	67	42	6	13	14	9	64
Moore	65	21	17	1	4	1	3	65
Morgan	66	55	47	1	1	8	9	66
Obion	67	86	63	9	13	20	9	67
Overton	68	55	38	6	10	10	7	68
Perry	69	49	46	3	1	6	6	69
Pickett	70	40	35	3	2	4	6	70
Polk	71	50	25	6	4	9	8	71
Putnam	72	70	65	3	6	12	7	72
Rhea	73	48	31	1	1	3	3	73
Roane	74	68	57	.....	6	15	6	74
Robertson	75	82	68	9	21	18	12	75
Rutherford	76	77	48	16	12	17	22	76
Scott	77	67	50	4	6	15	42	77
Sequatchie	78	17	8	2	4	2	2	78
Sevier	79	101	84	1	4	7	12	79
Shelby	80	60	21	1	1	6	3	80
Smith	81	63	43	.....	.....	4	4	81
Stewart	82	52	45	.....	9	11	15	82
Sullivan	83	87	62	2	3	3	6	83
Sumner	84	103	81	16	12	20	33	84
Tipton	85	.....	.....	.....	.....	.....	.....	85
Trousdale	86	20	15	1	1	4	14	86
Unicoi	87	28	21	1	.....	2	25	87
Union	88	51	44	.....	6	12	10	88
Van Buren	89	18	17	.....	3	1	4	89
Warren	90	80	61	.....	7	12	47	90
Washington	91	60	28	.....	3	3	9	91
Wayne	92	62	59	11	16	11	9	92
Weakley	93	123	80	.....	34	21	11	93
White	94	53	28	7	5	6	8	94
Williamson	95	85	67	.....	8	30	28	95
Wilson	96	81	68	.....	4	21	24	96
Average		62+	48+	4+	7+	9+	11+	

TABLE II.
THE PER CAPITA COST OF INSTRUCTION IN REPRESENTATIVE ONE-TEACHER SCHOOLS

Monthly Cost of Instruction per Pupil in Daily Attendance in Schools
Having from One to Fifteen Pupils in Daily Attendance.

County	Number	Number Schools with 1 to 15 Pupils in Attendance	Length of School Term in Days	Total Amt. Annually Paid to Teachers	Average Annual Amt. Paid Each Teacher	Monthly Cost of Teaching per Pupil in Attendance	Number
Anderson	1	3	100	\$ 625 00	\$ 208 33	\$2 84	1
Bedford	2						2
Benton	3	19	100	3,225 00	169 73	2 59	3
Bledsoe	4	12	100	1,800 00	150 00	1 50	4
Blount	5	1	115	184 00	184 00	3 40	5
Bradley	6	1	90		135 00	2 13	6
Campbell	7	15	60	2,137 50	142 00	4 72	7
Cannon	8						8
Carroll	9	3	100	1,395 00	151 00	2 00	9
Carter	10						10
Cheatham	11						11
Chester	12						12
Claiborne	13						13
Clay	14	8	100	1,600 00	200 00	1 75	14
Cocke	15	4	82	410 00	102 50	1 90	15
Coffee	16						16
Crockett	17	1	70	87 50	87 50	2 00	17
Cumberland	18	6	80	720 00	120 00	2 85	18
Davidson	19	1	80	180 00	180 00	4 53	19
Decatur	20	13	98	10,420 00	200 00	3 33	20
DeKalb	21	28	80	4,500 00	150 00	1 00	21
Dickson	22	3	90	417 00	139 00	2 32	22
Dyer	23	10	100	2,000 00	200 00	2 50	23
Fayette	24	20	107	5,838 00	291 90	3 74	24
Fentress	25	12	87	1,761 75	147 31	2 41	25
Franklin	26	3	88	490 50	163 50	2 55	26
Gibson	27						27
Giles	28	1	20	30 00	30 00	2 50	28
Grainger	29	1	80	140 00	140 00	2 50	29
Greene	30						30
Grundy	31	2	100	400 00	200 00	2 22	31
Hamblen	32						32
Hamilton	33	4	160	1,300 00	325 00	3 74	33
Hancock	34						34
Hardeman	35						35
Hardin	36	8	100	1,275 00	159 37	2 84	36
Hawkins	37						37
Haywood	38	2	100	630 00	315 00	3 25	38
Henderson	39						39
Henry	40	7	120	1,281 00	183 00	2 53	40
Hickman	41	17	115	2,918 25	171 65	2 50	41
Houston	42						42
Humphreys	43	7	100	1,350 00	192 85	2 97	43
Jackson	44	31	100	181 25	181 25	3 02	44
James	45						45
Jefferson	46	3	100	450 00	150 00	2 66	46
Johnson	47	36	120	11,688 00	240 00	1 15	47
Knox	48						48
Lake	49	3	100	624 00	208 00	2 00	49
Landerdale	50						50
Lawrence	51	17	110	3,418 75	201 10	2 64	51
Lewis	52	8	100	1,257 50	157 28	2 88	52
Lincoln	53						53
Loudon	54	6	100	900 00	150 00	2 39	54
McMinn	55	1					55
McNairy	56	4	100	687 50	171 85	3 00	56
Macon	57	3	65	292 50	97 50	2 50	57
Madison	58	5	136	1,485 00	297 00	3 52	58
Marion	59	5	100	925 00	185 00	2 60	59
Marshall	60	2	100	350 00	175 00	2 08	60
Maurys	61	5	100	1,320 00	264 00	2 18	61
Meigs	62	1	80	120 00	120 00	2 21	62

TABLE II.—Continued.

THE PER CAPITA COST OF INSTRUCTION IN REPRESENTATIVE ONE-TEACHER SCHOOLS

Monthly Cost of Instruction per Pupil in Daily Attendance in Schools Having from One to Fifteen Pupils in Daily Attendance.

County	Number	Number Schools with 1 to 15 Pupils in Attendance	Length of School Term in Days	Total Amt. Annually Paid to Teachers	Average Annual Amt. Paid Each Teacher	Monthly Cost of Teaching per Pupil in Attendance	Number
Monroe.....	63	4	113	\$ 682 50	\$175 00	\$3 24	63
Montgomery..	64	6	100	1,360 00	226 66	1 85	64
Moore.....	65	1	80	140 00	140 00	5 00	65
Morgan.....	66	1	100	200 00	200 00	1 60	66
Obion.....	67	9	98	1,832 00	203 50	4 44	67
Overton.....	68						68
Perry.....	69	3	60	316 00	105 33		69
Pickett.....	70						70
Polk.....	71	6	117	1,550 25	258 37	3 38	71
Putnam.....	72	3	100	525 00	175 00	2 70	72
Rhea.....	73	1	109	190 75	190 75	2 62	73
Roane.....	74						74
Robertson.....	75	9	96	1,651 88	183 54	3 44	75
Rutherford.....	76	16	120	3,000 00	218 00	2 75	76
Scott.....	77	4	100	160 00	160 00	1 42	77
Sequatchie.....	78	2	80	230 00	110 00	1 33	78
Sevier.....	79	1	100		162 50	3 06	79
Shelby.....	80	1	180	450 00	450 00	6 25	80
Smith.....	81						81
Stewart.....	82						82
Sullivan.....	83	2	120	384 00	192 00	2 90	83
Sumner.....	84	16	100	2,400 00	150 00	2 26	84
Tipton.....	85	1	120	300 00	300 00	5 00	85
Trousdale.....	86	1	80		120 00	2 50	86
Unicoi.....	87	1	120		180 00	2 14	87
Union.....	88						88
Van Buren.....	89						89
Warren.....	90	7	100	1,580 00	150 00		90
Washington.....	91	11	80	1,580 00	143 50	2 95	91
Wayne.....	92	7	93	1,150 00	164 25	2 54	92
Weakley.....	93						93
White.....	94	7	96	1,150 00	164 50	2 54	94
Williamson.....	95						95
Wilson.....	96						96
Average...		7	111			\$3 02	

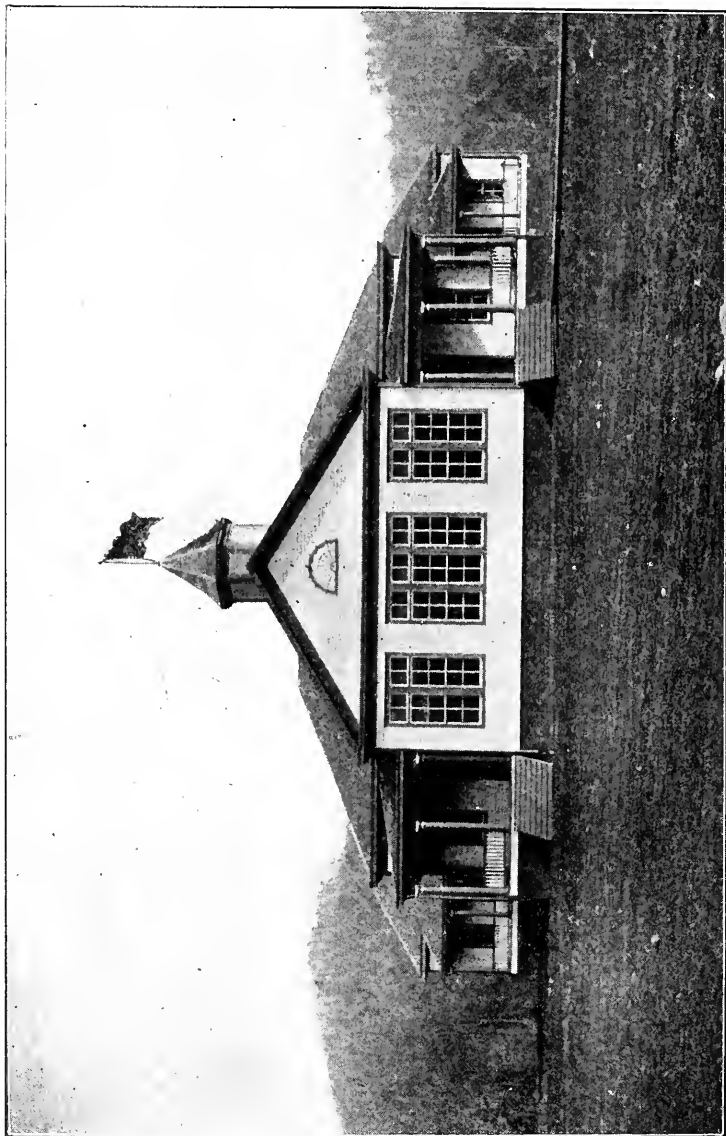
From the above facts we find—

(1) That there are, on the average, seven schools to the county in the State, with a daily attendance of pupils from one to fifteen;

(2) That the average length of school term is only 111 days; and

(3) That the average monthly cost of teaching per pupil in daily attendance is \$3.02, or approximately 15 cents per day.

This does not include fuel, repairs, insurance, supervision, incidentals, or anything, save the amount paid for actual teaching.



A SUBSTANTIAL HIGH SCHOOL BUILDING IN A MOUNTAIN COUNTY IN TENNESSEE.

TABLE III.

Monthly Cost of Instruction per Pupil in Daily Attendance in Schools
Having from Fifteen to Twenty Pupils in Daily Attendance.

County	Number	No. Schools with 15 to 20 Pupils in Daily Attendance	Length of Term in Days	Total Amt. Annually Paid to Teachers	Average Amount Annually Paid Each Teacher	Monthly Cost of Teaching per Pupil in Attendance	Number
Anderson ..	1	2	100	\$ 375 00	\$ 187 50	\$ 1 92	1
Bedford	2	1	100	157 50	157 50	2 52	2
Benton	3	20	100	3,450 00	172 50	1 91	3
Bledsoe	4	14	100	2,450 00	175 00	1 75	4
Blount	5	1	115	188 75	188 75	3 50	5
Bradley	6	4	90	795 00	198 75	2 72	6
Campbell	7	10	100	2,500 00	250 00	2 94	7
Cannon	8	1	100	150 00	150 00	1 97	8
Carroll	9	30	100	5,125 00	156 50	1 94	9
Carter	10	3	120	540 00	180 00	1 84	10
Cheatham	11						11
Chester	12						12
Claiborne	13	5	90	810 00	162 00	2 30	13
Clay	14	17	100	1,000 00	162 00	2 00	14
Cocke	15	4	85	410 00	102 50	1 90	15
Coffee	16	8	110	1,285 00	165 00	9 00	16
Crockett	17						17
Cumberland	18	25	80	875 00	140 00	1 70	18
Davidson	19	6	180	2,430 00	405 00	2 80	19
Decatur	20	11	98	1,760 60	200 00	3 33	20
DeKalb	21	20	80	3,600 00	180 00	1 15	21
Dickson	22	10	95	1,593 75	159 40	1 92	22
Dyer	23	1					23
Fayette	24	7	173	2,554 00	365 00	2 99	24
Fentress	25	14	88	2,298 50	159 75	2 02	25
Franklin	26	10	87	1,549 13	154 91	2 03	26
Gibson	27						27
Giles	28	18	116	3,420 00	190 00	1 87	28
Grainger	29	2	90	315 00	157 50	2 00	29
Greene	30	3	100	465 00	155 00	2 06	30
Grundy	31	2	100	400 00	200 00	2 22	31
Hamblen	32	4	120	780 00	195 00	1 99	32
Hamilton	33	3	108	1,200 00	400 00	3 80	33
Hancock	34						34
Hardeman	35						35
Hardin	36	17	100	1,275 00	159 37	2 84	36
Hawkins	37	4	99	666 43	166 43	1 08	37
Haywood	38	5	140	1,470 00	294 00	2 75	38
Henderson	39						39
Henry	40	26	120	5,928 00	228 00	2 25	40
Hickman	41	13	116	2,803 25	215 00	2 20	41
Houston	42	11	100	1,737 50	155 50	1 88	42
Humphreys	43	12	100	2,200 00	183 30	2 04	43
Jackson	44	3	100	587 50	195 00	2 31	44
James	45	1	60	90 00	90 00	1 50	45
Jefferson	46	2	100	350 00	175 00	1 84	46
Johnson	47						47
Knox	48	38	140	24,712 00	305 90	1 47	48
Lake	49	2	140	630 00	315 00	1 80	49
Lauderdale	50						50
Lawrence	51	10	100	2,059 75	205 00	2 56	51
Lewis	52	3	100	562 50	187 50	2 50	52
Lincoln	53						53
London	54	12	100	1,845 00	154 00	1 83	54
McMinn	55	5	77		172 00	84	55
McNairy	56	22	100	3,863 20	165 75	2 25	56
Macon	57	10	65	1,137 50	113 75	2 00	57
Madison	58	19	147	5,240 00	275 78	2 25	58
Marion	59	3	100	550 00	183 00	2 04	59
Marshall	60	1	140	210 00	210 00	1 87	60
Mauzy	61	19	160	4,760 00	250 00	1 09	61
Meigs	62	4	73	440 00	110 00	1 87	62
Monroe	63	14	110	2,743 75	175 00	2 25	63
Montgomery	64	13	160	3,120 00	240 00	1 56	64
Moore	65	4	110	800 00	182 65	2 18	65
Morgan	66	1	100	200 00	200 00	2 39	66

TABLE III.—Continued:

Monthly Cost of Instruction per Pupil in Daily Attendance in Schools
Having from Fifteen to Twenty Pupils in Daily Attendance.

County	Number	No. Schools with 15 to 20 Pupils in Daily Attendance	Length of Term in Days	Total Amt. Annually Paid to Teachers	Average Amount Annually Paid Each Teacher	Monthly Cost of Teaching per Pupil in Attendance	Number
Obion	67	13	134	\$4,317 50	\$332 11	\$3 25	67
Overton	68						68
Perry	69	1	60	120 00	120 00	2 24	69
Pickett	70						70
Polk	71	4	117	1,082 25	270 56	2 92	71
Putnam	72	8	100	1,600 00	200 00	2 35	72
Rhea	73	1	100	175 00	175 00	1 94	73
Roane	74	6	100	1,175 50	195 00	2 15	74
Robertson	75	21	106	4,284 77	204 04	2 53	75
Rutherford	76						76
Scott	77	6	109	1,420 00	240 00	3 12	77
Sequatchie	78	4	80	490 00	123 00	1 34	78
Sevier	79	4	99	650 00	139 00	1 76	79
Shelby	80	1	180	2,520 00	405 00	3 75	80
Smith	81						81
Stewart	82	9	120	1,995 00	221 66	2 26	82
Sullivan	83	3	120	630 00	210 00	2 20	83
Sumner	84	12	100	2,150 00	175 00	2 00	84
Tipton	85	6	130	1,755 00	270 00	2 00	85
Trousdale	86	1	80	120 00	120 00	2 50	86
Unicoi	87						87
Union	88	6	100	975 00	162 00	1 66	88
Van Buren	89	3	56	279 80	93 27	3 20	89
Warren	90	7	100	1,225 00	175 00	2 00	90
Washington	91	3	120	570 00	190 00	2 44	91
Wayne	92	16	80	2,270 00	141 75	2 07	92
Weakley	93	34	96	6,323 00	185 91	2 55	93
White	94	5	96	837 50	167 50	1 82	94
Williamson	95	8	180	2,160 00	270 00	1 98	95
Wilson	96	4	65	416 00	104 00	1 79	96
Average ...		8.3	99			\$2 14	

From the above facts we find—

(1) That there are in the average county 8.3 schools, with an attendance of between twelve and fifteen pupils;

(2) That the average length of school term is 99 days; and

(3) That the average monthly cost of teaching per pupil in daily attendance is \$2.14.

TABLE IV.

Monthly Cost of Instruction per Pupil in Daily Attendance in Schools
Having from Twenty to Twenty-five Pupils in Daily Attendance.

County	Number	No. Schools with 20 to 25 Pupils in Daily Attendance	Length of School Term in Days	Total Amt. Annually Paid to Teachers	Average Annual Amt. Paid Teachers	Monthly Cost of Teaching per Pupil in Attendance	Number
Anderson.....	1	10	99	\$ 2,275 00	\$ 227 50	\$ 2 00	1
Bedford	2	3	90	540 00	180 00	2 62	2
Benton	3	11	100	1,987 50	180 68	1 57	3
Bledsoe	4	15	100	2,000 00	200 00	2 05	4
Blount	5	5	115	957 37	191 47	2 20	5
Bradley	6	11	100	2,350 00	213 64	2 04	6
Campbell.....	7	12	100	3,000 00	250 00	2 46	7
Cannon	8	4	100	600 00	150 00	1 47	8
Carroll	9	17	100	3,209 00	160 50	1 94	9
Carter	10	4	120	822 00	205 50	1 65	10
Cheatham	11						11
Chester	12						12
Claiborne	13		90	1,586 00	176 25	1 75	13
Clay	14	4	100	1,600 00	200 00	1 80	14
Coke	15	7	94	912 25	130 32	1 24	15
Coffee	16	14	110	2,690 00	160 00	8 00	16
Crockett	17	5	90	900 00	180 00	2 00	17
Cumberland ..	18	15	80	600 00	160 00	3 10	18
Davidson	19	5	180	2,025 00	405 00	2 78	19
Decatur	20	9	98	3,125 00	200 00	3 33	20
Dekalb	21	18	80	6,400 00	180 00	1 15	21
Dickson	22	13	92	2,053 00	158 00	1 64	22
Dyer	23	10	100	2,500 00	250 00	2 00	23
Fayette	24	5	171	2,520 00	387 70	3 23	24
Fentress	25	12	90	2,049 75	170 81	1 59	25
Franklin	26	8	87	1,331 00	166 30	1 70	26
Gibson	27						27
Giles	28	16	118	3,070 00	192 00	1 52	28
Grainger	29	3	95	498 75	166 25	1 65	29
Greene	30	30	100	1,050 00	175 00	1 80	30
Grundy	31	5	100	1,000 00	200 00	1 66	31
Hamblen	32	3	120	630 00	216 00	1 77	32
Hamilton	33	3	160	1,180 00	393 33	2 84	33
Hancock	34						34
Hardeman	35						35
Hardin	36						36
Hawkins	37	7	100	1,115 75	159 39	94	37
Haywood	38	4	140	910 00	297 50	2 30	38
Henderson	39						39
Henry	40	15	120	3,645 00	243 00	1 87	40
Hickman	41	15	115	3,593 75	239 58	1 80	41
Houston	42	3	100	575 00	195 50	1 69	42
Humphreys ..	43	18	100	3,452 50	193 65	1 67	43
Jackson	44	2	100	387 50	185 50	1 70	44
James	45						45
Jefferson	46	3	100	500 00	166 66	1 44	46
Johnson	47	2	120	480 00	80 00	1 77	47
Knox	48	50	140	31,200 00	262 20	1 47	48
Lake	49	3	146	1,007 00	335 00	1 19	49
Lauderdale ..	50	4	105	780 00	195 00	3 50	50
Lawrence	51	7	110	1,514 00	216 29	1 72	51
Lewis	52	13	100	2,352 50	180 96	2 50	52
Lincoln	53	15	85	2,381 25	140 07	1 50	53
Loudon	54	15	100	2,475 00	155 00	1 01	54
McMinn	55	10	77	1,720 00	172 00	1 50	55
McNairy	56	9	100	1,710 00	190 00	2 24	56
Macon	57	20	65	2,500 00	130 00	1 81	57
Madison	58	14	142	4,990 00	352 85	2 74	58
Marion	59	4	100	775 00	194 00	1 70	59
Marshall	60	3	140	735 00	245 00	1 70	60
Maury	61	24	160	6,000 00	250 00	1 45	61
Meigs	62	3	80	420 00	140 00	1 70	62
Monroe	63	10	114	2,175 00	240 00	2 50	63
Montgomery ..	64	14	160	3,760 00	208 50	1 50	64
Moore	65	1	80	140 00	140 00	1 52	65
Morgan	66	8	100	2,460 00	317 50	1 89	66

TABLE IV.—Continued.

Monthly Cost of Instruction per Pupil in Daily Attendance in Schools Having from Twenty to Twenty-five Pupils in Daily Attendance.

County	Number	No. Schools with 20 to 25 Pupils in Daily Attendance	Length of School Term in Days	Total Amt. Annually Paid to Teachers	Average Annual Amt. Paid Teachers	Monthly Cost of Teaching per Pupil in Attendance	Number
Obion	67	20	139	\$7,143 75	\$357 19	\$2 72	67
Overton	68						68
Perry	69	6	60	746 41	124 41	1 89	69
Pickett	70						70
Polk	71	9	117	2,486 25	276 25	2 20	71
Putnam	72	12	100	2,400 00	200 00	1 90	72
Rhea	73	3	100	550 00	183 00	1 67	73
Roane	74	15	100	2,815 00	187 60	1 40	74
Robertson	75	18	108	4,263 57	236 87	2 16	75
Rutherford	76						76
Scott	77	15	100	3,375 00	675 00	2 14	77
Sequatchie	78	2	80	320 00	160 00	1 22	78
Sevier	79	7	99	1,069 25	152 75	1 39	79
Shelby	80	6	180	1,800 00	416 50	2 59	80
Smith	81	4	140	1,050 00	222 50	1 75	81
Stewart	82	11	120	2,400 00	218 18	1 83	82
Sullivan	83	3	120	666 00	220 00	1 80	83
Sumner	84	20	100	3,500 00	175 00	2 00	84
Tipton	85	7	145	2,550 00	350 00	1 80	85
Trousdale	86	4	80	640 00	160 00	2 00	86
Unicoi	87	2	120	1,860 00	180 00	1 25	87
Union	88	12	110	2,040 00	170 00	1 43	88
Van Buren	89	1	70	129 50	129 50	2 40	89
Warren	90	7	100	5,760 60	175 10	1 50	90
Washington	91	3	120	615 00	205 10	1 91	91
Wayne	92	11	80	1,660 00	150 10	1 65	92
Weakley	93	21	115	4,840 00	230 47	2 18	93
White	94	6	94	955 00	160 00	1 57	94
Williamson	95	30	180	9,450 00	315 17	1 65	95
Wilson	96	21	80	2,730 00	130 00	1 29	96
Average ...		9+	107+	.....	.....	\$1 90	

The above figures show—

- (1) That there are, on the average, nine schools in each county in the State, with an attendance of from twenty to twenty-five pupils;
- (2) That for this class of school the average length of school term is 107 days; and
- (3) That the average cost of tuition per pupil is \$1.90.



AGRICULTURAL CLASS IN GROVE HIGH SCHOOL.
This kind of work is finding a place in up-to-date country schools.

TABLE V.

THE PER CAPITA COST OF INSTRUCTION IN REPRESENTATIVE ONE-TEACHER SCHOOLS.

Monthly Cost of Instruction per Pupil in Daily Attendance in Schools Having from Twenty-five to Thirty Pupils in Daily Attendance.

County	Number	No. Schools with 25 to 30 Pupils in Daily Attendance	Length of School Term in Days	Total Amt. Paid all Teachers Annually	Average Annual Amount Paid Each Teacher	Monthly Cost of Teaching per Pupil in Attendance	Number
Anderson	1	10	100	\$ 2,350 00	\$ 235 00	\$ 1 68	1
Bedford	2	6	91	864 00	144 00	2 37	2
Benton	3	10	100	1,900 00	190 00	1 51	3
Bledsoe	4	5	100	1,225 00	220 00	2 00	4
Blount	5	3	115	603 75	201 25	1 30	5
Bradley	6	5	100	1,200 00	240 00	1 83	6
Campbell	7	18	100	4,475 00	265 00	2 05	7
Cannon	8	7	100	1,225 00	175 00	1 30	8
Carroll	9	6	100	1,181 25	165 00	1 47	9
Carter	10	7	120	1,410 00	201 00	1 22	10
Cheatnam	11						11
Chester	12						12
Claiborne	13	6	90	1,125 00	187 50	1 58	13
Clay	14	17	100	1,600 00	200 00	1 80	14
Cocke	15	12	94	1,686 00	140 50	1 00	15
Coffee	16	12	110	2,424 00	200 00	7 00	16
Crockett	17	34	110	7,480 00	220 00	1 55	17
Cumberland ..	18	12	80	540 00	180 00	2 00	18
Davidson	19	7	180	2,835 00	405 00	1 90	19
Decatur	20	11	98			1 00	20
DeKalb	21	4	100	3,500 00	200 00	1 35	21
Dickson	22	9	90	1,546 50	171 83	1 45	22
Dyer	23	20	100	2,500 00	250 00	2 00	23
Fayette	24	1	180	288 00	288 00	1 61	24
Fentress	25	10	90	2,226 25	175 75	1 43	25
Franklin	26	13	92	2,268 00	176 40	1 46	26
Gibson	27						27
Giles	28	17	118	3,570 00	210 00	1 43	28
Grainger	29	6	100	1,125 00	187 50	1 35	29
Greene	30	40	100	1,590 00	198 75	1 25	30
Grundy	31	2	100	375 00	187 50	1 25	31
Hamblen	32	4	120	810 00	202 50	1 25	32
Hamilton	33	5	160	1,960 00	392 00	2 05	33
Hancock	34						34
Hardeman	35						35
Hardin	36	5	100	1,025 00	205 00	1 65	36
Hawkins	37	12	100	2,050 00	170 83	77	37
Haywood	38	6	140	1,750 00	315 00	2 10	38
Henderson	39						39
Henry	40	11	120	2,685 00	244 00	1 54	40
Hickman	41	14	116	3,349 75	239 24	1 55	41
Houston	42	3	100	576 00	195 00	1 42	42
Humphreys	43	8	100	1,887 50	235 95	1 68	43
Jackson	44	2	100	400 00	200 00	2 00	44
James	45	2	98	325 00	162 50	1 25	45
Jefferson	46	5	100	875 00	175 00	1 29	46
Johnson	47	7	120	1,680 00	1,080 50	1 50	47
Knox	48	42	140				48
Lake	49	6	104	2,755 00	459 00	1 00	49
Landerdale ..	50	4	118	1,180 00	295 00	3 22	50
Lawrence	51	20	110	4,897 50	244 87	1 66	51
Lewis	52	2	100	400 00	200 00	1 40	52
Lincoln	53	50	129	1,950 00	225 00	1 20	53
Loudon	54	16	100	3,025 00	189 00	1 30	54
McMinn	55	61	77				55
McNairy	56	16	100	3,200 00	200 00	1 40	56
Macon	57	15	65	2,071 80	138 12	1 57	57
Madison	58	8	125	1,875 00	234 50	1 38	58
Marion	59	7	100	200 00	200 00	1 43	59
Marshall	60	4	140	980 00	245 00	1 35	60
Maury	61	7	160	1,800 00	257 00	1 15	61
Meigs	62	7	80	1,060 00	151 42	1 36	62
Monroe	63	16	114	3,193 75	178 00	2 80	63

TABLE V.—Continued.

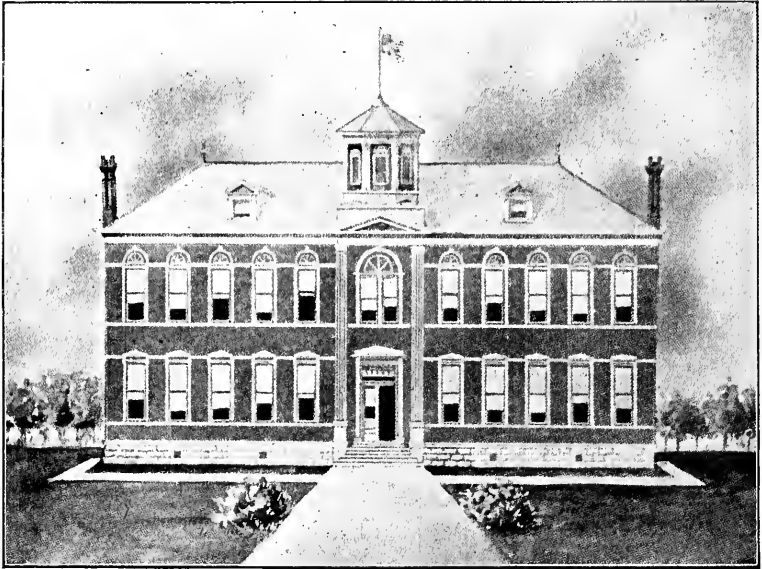
THE PER CAPITA COST OF INSTRUCTION IN REPRESENTATIVE ONE-TEACHER SCHOOLS.

Monthly Cost of Instruction per Pupil in Daily Attendance in Schools Having from Twenty-five to Thirty Pupils in Daily Attendance.

County	Number	No. Schools with 25 to 30 Pupils in Daily Attendance	Length of School Term in Days	Total Amt. Paid all Teachers Annually	Average Annual Amount Paid Each Teacher	Monthly Cost of Teaching per Pupil in Attendance	Number
Montgomery ..	64	9	160	\$ 2,720 00	\$ 302 50	\$ 1 36	64
Moore	65	3	120	626 48	212 16	1 41	65
Morgan	66	9	100	3,307 50	367 50	1 56	66
Obion	67	9	137	3,170 00	352 29	2 34	67
Overton	68						68
Perry	69	6	60	728 90	121 50	1 49	69
Pickett	70						70
Polk	71	8	117	2,398 50	299 81	1 77	71
Putnam	72	7	100	1,400 00	200 00	1 49	72
Rhea	73	3	100	660 00	220 00	1 31	73
Roane	74	6	100	1,275 00	212 50	1 57	74
Robertson	75	12	110	2,835 00	236 25	1 72	75
Rutherford ..	76						76
Scott	77	42	100	1,890 00	225 00	1 08	77
Sequatchie ..	78	2	80	460 00	151 00	1 69	78
Sevier	79	12	98	1,925 00	160 00	1 47	79
Shelby	80	3	180	1,800 00	450 00	2 38	80
Smith	81	4	140	1,120 20	240 00		81
Stewart	82	15	120	2,523 00	168 00	1 10	82
Sullivan	83	6	120	1,332 00	220 00	1 40	83
Sumner	84	33	100	6,175 00	187 12	1 41	84
Tipton	85	31	160	2,200 00	400 00	1 12	85
Trousdale	86	14	80	3,920 00	280 00	2 00	86
Unicoi	87						87
Union	88	10	100	1,750 00	175 00	1 25	88
Van Buren	89	4	66	472 75	118 19	1 83	89
Warren	90	12	100	1,000 00			90
Washington ..	91	9	120	2,007 00	229 66	1 61	91
Wayne	92	9	80	1,400 00	162 10	1 44	92
Weakley	93	11	116	2,793 00	253 81	1 84	93
White	94	8	100	1,425 00	178 50	1 33	94
Williamson ..	95	28	180	9,828 00	351 00	1 00	95
Wilson	96	24	95	3,705 00	154 37	1 29	96
Average ...		11+	106	\$ 1,938 38	\$ 212 78	\$ 1 52	

The above figures show—

- (1) That there are, on the average, eleven schools to the county, with a daily attendance of from twenty-five to thirty pupils;
- (2) That the length of school term is days is 106; and
- (3) That the average monthly cost of tuition per pupil is \$1.52.



PREPARATIONS ARE BEING MADE FOR CONSOLIDATING SEVERAL SMALL SCHOOLS
IN THIS BUILDING, AND TRANSPORTATION WILL BE PROVIDED.

TABLE VI.
EDUCATIONAL EFFICIENCY OF THE ONE-TEACHER
SCHOOLS HAVING FROM ONE TO THIRTY
PUPILS IN DAILY ATTENDANCE.

The following tables show the amount of work to be done in the average rural one-teacher schools in the State, the time available in which to do the work, the qualifications of those undertaking to do the work, and the quality and quantity of supervision given to the work:

Number of Daily Recitations per Teacher in Schools Having from One to Thirty Pupils in Daily Attendance.

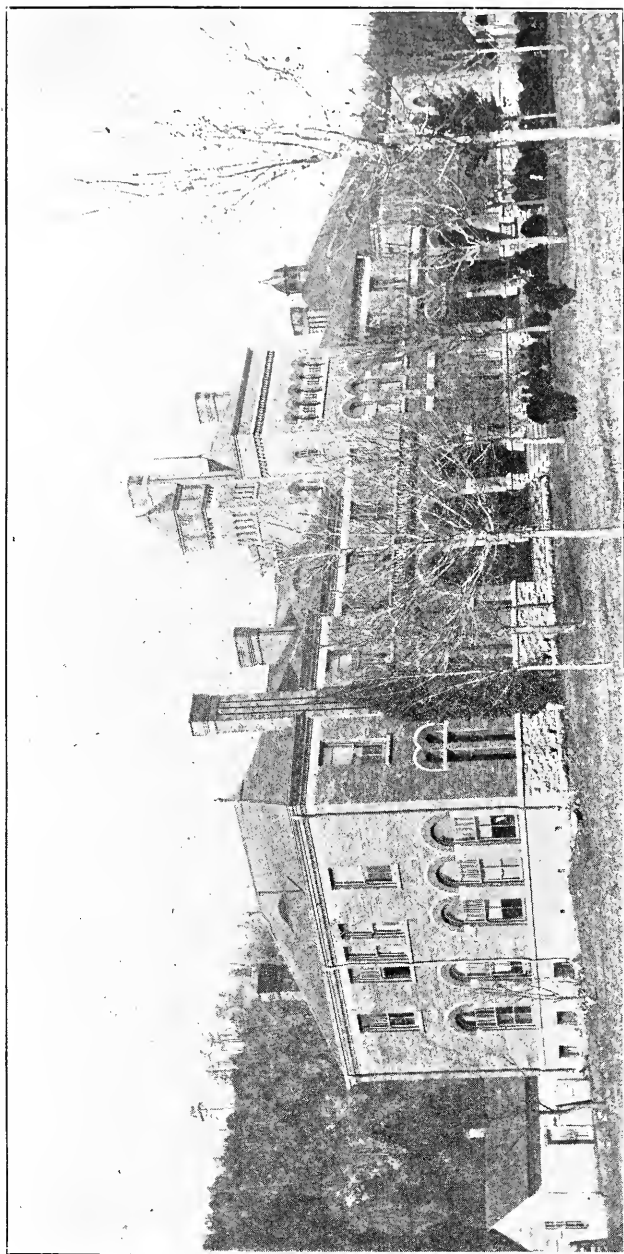
County	Number	No. Daily Recitations per Teacher in Schools with 1 to 15 Pupils in Daily Attendance	No. Daily Recitations per Teacher in Schools with 15 to 20 Pupils in Daily Attendance	No. Daily Recitations per Teacher in Schools with 20 to 25 Pupils in Daily Attendance	No. Daily Recitations per Teacher in Schools with 25 to 30 Pupils in Daily Attendance	Number
Anderson	1	28	28	28	28	1
Bedford	2		27	27	27	2
Benton	3					3
Bledsoe	4	22	20	30	40	4
Blount	5	20	23	24	24	5
Bradley	6	30	28	31	31	6
Campbell	7	26	18	16	16	7
Cannon	8		15	15	16	8
Carroll	9	24	20	18	14	9
Carter	10		24	24	24	10
Cheatham	11					11
Chester	12					12
Claiborne	13		24	26	26	13
Clay	14	30	30	30	30	14
Cocke	15	26	20	24	24	15
Coffee	16		28	32	36	16
Crockett	17	28		20	18	17
Cumberland	18	28	18	18	48	18
Davidson	19	33	33	33	33	19
Decatur	20	20	20	20	20	20
DeKalb	21	28	15	12	9	21
Dickson	22	30	30	30	30	22
Dyer	23	20	24	25	25	23
Fayette	24	29	21	21	21	24
Fentress	25	20	22	22	25	25
Franklin	26	26	24	25	24	26
Gibson	27					27
Giles	28		25	25	20	28
Grainger	29	16	16	16	16	29
Greene	30		22	22	22	30
Grundy	31	20	22	25	25	31
Hamblen	32		19	21	25	32
Hamilton	33	18	24	26	27	33
Hancock	34					34
Hardeman	35					35
Hardin	36	20	20	20	20	36
Hawkins	37		22	25	25	37
Haywood	38	22	14	14	15	38
Henderson	39					39
Henry	40	30	30	30	30	40
Hickman	41	30	30	30	30	41
Houston	42	20	20	29	20	42
Humphreys	43	28	28	28	28	43
Jackson	44	20	24	28	31	44
James	45	15	15	15	15	45
Jefferson	46	30	31	33	35	46
Johnson	47	25	15	18	18	47
Knox	48	24	20	20	20	48
Lake	49	20	12	12	12	49
Lauderdale	50			16	20	50
Lawrence	51	20	22	18	17	51

TABLE VI.—Continued.

Number of Daily Recitations per Teacher in Schools Having from One to Thirty Pupils in Daily Attendance.

County	Number	No. Daily Recitations per Teacher in Schools with 1 to 15 Pupils in Daily Attendance	No. Daily Recitations per Teacher in Schools with 15 to 20 Pupils in Daily Attendance	No. Daily Recitations per Teacher in Schools with 20 to 25 Pupils in Daily Attendance	No. Daily Recitations per Teacher in Schools with 25 to 30 Pupils in Daily Attendance	Number
Lewis	52					52
Lincoln	53					53
London	54	20	20	22	17	54
McMinn	55	30	30	30	30	55
McNairy	56	15	16	18	15	56
Macon	57	22	16	20	15	57
Madison	58	40	43	42	40	58
Marion	59	20	20	25	25	59
Marshall	60	28	28	28	28	60
Maury	61	35	35	35	35	61
Meigs	62	26	25	24	26	62
Monroe	63	25	16	15	15	63
Montgomery	64	30	30	30	30	64
Moore	65	25	30	30	30	65
Morgan	66	20	20	20	20	66
Obion	67	25	24	28	25	67
Overton	68					68
Perry	69					69
Pickett	70					70
Polk	71	27	20	21	24	71
Putnam	72	25	25	25	25	72
Rhea	73	28	28	30	30	73
Roane	74	15	18	19	20	74
Robertson	75	25	30	30	30	75
Rutherford	76	28	21	24	30	76
Scott	77	26	26	26	26	77
Sequatchie	78	20	20	25	25	78
Sevier	79	22	30	30	30	79
Shelby	80	18	21	25	25	80
Smith	81			30	30	81
Stewart	82		20	20	20	82
Sullivan	83	26	26	26	26	83
Sumner	84	24	24	24	34	84
Tipton	85	21	20	20	18	85
Trousdale	86	26	16	18	15	86
Unicoi	87	28	18	22	18	87
Union	88		25	27	30	88
Van Buren	89		20	20	20	89
Warren	90	20	20	20	20	90
Washington	91		24	24	24	91
Wayne	92	20	20	24	24	92
Weakley	93	25	25	25	25	93
White	94	30	32	32	32	94
Williamson	95	29	19	16	18	95
Wilson	96	28	18	18	20	96
Average		24+	26	28+	28	

From the above table we find for schools having a daily attendance of from one to fifteen there are twenty-four recitations per day; schools with fifteen to twenty pupils, twenty-six recitations; schools with twenty to twenty-five pupils, twenty-eight recitations; schools with twenty-five to thirty pupils, twenty-eight recitations.



THE PRIDE OF SEQUATCHIE VALLEY.
Every county in the State ought to have a first-class high school.

TABLE VII.

Average Length of Time in Minutes Allowed for Each Recitation in Schools Having from One to Fifteen, Fifteen to Twenty, Twenty to Twenty-five, and Twenty-five to Thirty Pupils in Daily Attendance.

		One to Fifteen			Fifteen to Twenty				
County	Number	Length of School Day Exclusive of all Recess Periods	No. Daily Recitations per Teacher in Schools with 1 to 15 Pupils in Daily Attendance	Average Time in Minutes Allotted to Each Recitation	Length of School Day Exclusive of all Recess Periods	No. Daily Recitations per Teacher in Schools with 15 to 20 Pupils in Daily Attendance	Average Time in Minutes Allotted to Each Recitation	Number	
Anderson	1	6	22	13½	6	22	13½	1	
Bedford	2	6	27	11½	6	27	14½	2	
Benton	3	6			6			3	
Bledsoe	4	6	12	30	6	20	18	4	
Blount	5	6	20	19½	6	22	16	5	
Bradley	6	6	30	13	6	28	13	6	
Campbell	7	6			6	15		7	
Cannon	8	6	15	26	6	15	26	8	
Carroll	9	6	24	16	6	20	18	9	
Carter	10	6			6	24	8	10	
Cheatham	11							11	
Chester	12	6			6			12	
Claiborne	13				6	24	13	13	
Clay	14	6	30	12	6	30	12	14	
Cocke	15	6	16	24	6	20	19	15	
Coffee	16				6	28	14	16	
Crockett	17	6	18	20	6	18	20	17	
Cumberland	18	3	18	20	3	18	20	18	
Davidson	19	6	33	10	6	33	10	19	
Decatur	20	6	20	18	6	20	18	20	
DeKalb	21	5	18	15	5	15	12	21	
Dickson	22	6	30	13	6	30	12	22	
Dyer	23	6	20	15	6	24	12	23	
Fayette	24	6	19	19	6	21	17	24	
Fentress	25	6	20	16	6	22	16	25	
Franklin	26	6	20	18	6	24	15	26	
Gibson	27							27	
Giles	28				6	25	14	28	
Grainger	29	6	16	22	6	16	22	29	
Greene	30	6			6	18	21	30	
Grundy	31	6	20	19	6	22	18	31	
Hamblen	32				6	19	20	32	
Hamilton	33	5	18	18	5	24	18	33	
Hancock	34							34	
Hardeman	35							35	
Hardin	36	6	20	20	6	20	20	36	
Hawkins	37				6	22	17	37	
Haywood	38	6	12	20	6	14	15	38	
Henderson	39							39	
Henry	40	6	30	12	6	30	12	40	
Hickman	41	6	30	20	6	30	20	41	
Houston	42	6	20	20	6	20	20	42	
Humphreys	43	6	28	15	6	28	15	43	
Jackson	44	6	20	13	6	24	12	44	
James	45	6	15		6	45		45	
Jefferson	46	6	30	13	6	31	12	46	
Johnson	47	6	15	21	6	15	22	47	
Knox	48	5	24	15	6	20	15	48	
Lake	49	5	10	30	5	12	30	49	
Lauderdale	50	6			6			50	
Lawrence	51	6	26	20	6	20	20	51	
Lewis	52	6		20	6		20	52	
Lincoln	53							53	
Loudon	54	6	20	19	6	24	16	54	
McMinn	55	6	30	15	6	30	15	55	
McNairy	56	6	25	15	6	30	12	56	

TABLE VII.

Average Length of Time in Minutes Allowed for Each Recitation in Schools Having from One to Fifteen, Fifteen to Twenty, Twenty to Twenty-five, and Twenty-five to Thirty Pupils in Daily Attendance.

Number	Twenty to Twenty-five			Twenty-five to Thirty			Number
	Length of School Day Exclusive of all Recess Periods	No. Daily Recitations per Teacher in Schools with 20 to 25 Pupils in Daily Attendance	Average Time in Minutes Allotted to Each Recitation	Length of School Day Exclusive of all Recess Periods	No. Daily Recitations per Teacher in Schools with 25 to 30 pupils in Daily Attendance	Average Time in Minutes Allotted to Each Recitation	
1	6	28	13½	6	28	13½	1
2	6	27	14½	6	27	14½	2
3	6			6			3
4	6	30	12	6	40	12	4
5	6	21	16	6	24	16	5
6	6	31	13	6	31	13	6
7	6			6			7
8	6	15	26	6	16	24	8
9	6	18	20	6	14	26	9
10	6	24	8	6	24	8	10
11							11
12	6			6			12
13	6	26	14	6	26	14	13
14	6	30	12	6	30	12	14
15	6	24	16	6	24	16	15
16	6	32	13	6	36	11	16
17	6	20	20	6	18	20	17
18	3	18	20	3	18	20	18
19	6	33	10	6	33	10	19
20	6	20	18	6	20	18	20
21	6	12	10	6	9	20	21
22	6	30	12	6	30	12	22
23	6	25	10	6	25	10	23
24	6	21	17	6	21	17	24
25	6	22	17	6	25	17	25
26	6	25	14	6	25	14	26
27							27
28	6	25	14	6	25	14	28
29	6	16	22	6	16	22	29
30	6	22	18	6	22	18	30
31	6	25	16	6	25	16	31
32	6	21	18	6	25	15	32
33	5	26	12	5	27	12	33
34							34
35							35
36	6	20	20	6	20	20	36
37	6	25	15	6	25	15	37
38	6	14	14	6	15	12	38
39							39
40	6	30	12	6	30	12	40
41	6	30	20	6	30	20	41
42	6	20	20	6	20	20	42
43	6	28	15	6	28	15	43
44	6	28	13	6	31	13	44
45	6	15		6	15		45
46	6	33	12	6	35	11	46
47	6	15	22	6	15	22	47
48	5	20	15	5	20	15	48
49	6	12	30	6	12	30	49
50	6	16	20	6	20	13	50
51	6	22	18	6	24	17	51
52	6		20	6		20	52
53	6	22	16	6	17	21	53
54	6	30	13	6	30	13	54
55	6	30	15	6	30	15	55
56	6	30	10	6	30	10	56

TABLE VII.—Continued.

Average Length of Time in Minutes Allowed for Each Recitation in Schools Having from One to Fifteen, Fifteen to Twenty, Twenty to Twenty-five, and Twenty-five to Thirty Pupils in Daily Attendance.

County	One to Fifteen				Fifteen to Twenty			
	Number	Length of School Day Exclusive of all Recess Periods	No. Daily Recitations per Teacher in Schools with 1 to 15 Pupils in Daily Attendance	Average Time in Minutes Allotted to Each Recitation	Length of School Day Exclusive of all Recess Periods	No. Daily Recitations per Teacher in Schools with 15 to 20 Pupils in Daily Attendance	Average Time in Minutes Allotted to Each Recitation	Number
Macon.....	57	6	30	13	6	30	13	57
Madison.....	58	6	40	9½	6	43	8½	58
Marion.....	59	6	20	18	6	20	18	59
Marshall.....	60	6	28	14	6	28	14	60
Maury.....	61	6	35	11	6	35	11	61
Meigs.....	62	6	26	15	6	25	16	62
Monroe.....	63	6	30	20	6	20	20	63
Montgomery.....	64	6	30	12	6	30	12	64
Moore.....	65	5	15	22	6	30	13	65
Morgan.....	66	6	20	12	6	20	14	66
Obion.....	67	6	25	15	6	24	15	67
Overton.....	68	.....	.....	.....	.....	.....	.....	68
Perry.....	69	6	.....	10	6	.....	10	69
Pickett.....	70	.....	.....	.....	.....	.....	.....	70
Polk.....	71	6	17	19	6	20	17	71
Putnam.....	72	6	25	14	6	25	14	72
Rhea.....	73	6	28	12	6	28	12	73
Roane.....	74	.....	.....	.....	6	20	14	74
Robertson.....	75	6	25	16	6	30	16	75
Rutherford.....	76	6	18	20	6	21	17	76
Scott.....	77	6	26	12	6	26	12	77
Sequatchie.....	78	6	20	19	6	20	19	78
Sevier.....	79	6	22	17	6	30	13	79
Shelby.....	80	5	18	18	5	21	16	80
Smith.....	81	.....	.....	.....	.....	.....	.....	81
Stewart.....	82	.....	20	.....	6	20	14	82
Sullivan.....	83	6	26	15	6	26	15	83
Sumner.....	84	6	24	15	6	24	15	84
Tipton.....	85	5	21	15	5	20	16	85
Trousdale.....	86	6	16	25	6	16	25	86
Unicoi.....	87	6	18	22	6	18	15	87
Union.....	88	.....	.....	.....	6	25	15	88
Van Buren.....	89	.....	20	20	6	20	20	89
Warren.....	90	6	20	.....	6	25	.....	90
Washington.....	91	6	.....	18	6	24	16	91
Wayne.....	92	6	20	20	6	20	20	92
Weakley.....	93	6	25	15	6	25	15	93
White.....	94	6	30	12	6	32	11	94
Williamson.....	95	6	19	20	6	19	20	95
Wilson.....	96	5	18	20	5	18	20	96
Average.....	.....	.....	25	14	.....	26	13	.....

Assuming that the teacher actually teaches six hours during the day, and allowing no loss of time in changing from one recitation to another, we find from the above facts—

(1) That the average length of time to be allotted to each recitation in schools with from one to fifteen pupils in daily attendance is four-teen minutes;

TABLE VII.—Continued.

Average Length of Time in Minutes Allowed for Each Recitation in Schools Having from One to Fifteen, Fifteen to Twenty, Twenty to Twenty-five, and Twenty-five to Thirty Pupils in Daily Attendance.

Number	Twenty to Twenty-five			Twenty-five to Thirty			Number
	Length of School Day Exclusive of all Recess Periods	No. Daily Recitations per Teacher in Schools with 20 to 25 Pupils in Daily Attendance	Average Time in Minutes Allotted to Each Recitation	Length of School Day Exclusive of all Recess Periods	No. Daily Recitations per Teacher in Schools with 25 to 30 Pupils in Daily Attendance	Average Time in Minutes Allotted to Each Recitation	
57	6	30	13	6	30	13	57
58	6	12	9 $\frac{1}{4}$	6	40	8 $\frac{3}{4}$	58
59	6	25	15	6	25	15	59
60	6	28	13	6	28	13	60
61	6	40	10	6	40	10	61
62	6	21	16	6	26	15	62
63	6	20	20	6	20	20	63
64	6	30	12	6	30	12	64
65	6	30	13	6	30	13	65
66	6	20	15	6	20	15	66
67	6	28	15	6	25	15	67
68	.....	.....	.....	.....	.....	.....	68
69	6	.....	15	6	.....	20	69
70	.....	.....	.....	.....	.....	.....	70
71	6	21	16	6	24	14	71
72	6	25	14	6	25	14	72
73	6	30	10	6	30	10	73
74	6	20	14	6	20	14	74
75	6	30	16	6	30	16	75
76	6	21	15	6	20	24	76
77	6	26	12	6	26	15	77
78	6	25	15	6	25	26	78
79	6	30	13	6	30	13	79
80	5	25	13	5	25	13	80
81	6	30	13	6	30	13	81
82	6	20	14	6	20	14	82
83	6	26	15	6	26	15	83
84	6	24	15	6	24	15	84
85	5	20	15	6	18	20	85
86	6	18	21	6	15	24	86
87	6	22	18	6	22	22	87
88	6	27	14	6	30	13	88
89	6	20	20	6	20	20	89
90	6	25	.....	6	25	.....	90
91	6	24	16	6	24	16	91
92	6	24	12	6	24	12	92
93	6	25	15	6	25	15	93
94	6	32	11	6	32	10	94
95	6	16	20	6	18	20	95
96	5	18	20	6	18	20	96
.....	.....	26	13	.....	28	12	.....

(2) In schools with from fifteen to twenty pupils in daily attendance the average time for each recitation is thirteen minutes;

(3) In schools with from twenty to twenty-five pupils in daily attendance the average time for each recitation is thirteen minutes; and

(4) In schools with from twenty-five to thirty pupils in daily attendance the average time for each recitation is twelve minutes.

TABLE. VIII.

Length of Teaching Experience and Academic Preparation of Teachers in Schools Having from One to Thirty Pupils in Daily Attendance.

County	Number	Per Cent of Teachers Having no More than One Year's Teaching Experience	Per Cent of Teachers Having College Diploma	Per Cent of Teachers Having First-Grade Certificate	Per Cent of Teachers Having Second-Grade Certificate	Per Cent of Teachers Having Equivalent of Four Years' High-School Course	Per Cent of Teachers Having Normal Training	Number
Anderson	1	15	12	45	2½	12½	6	1
Bedford	12	26	5	54	46	30	11	2
Benton	3	21	0	16	0	0	0	3
Bledsoe	4	35	0	0	0	0	1	4
Blount	5	25	5	5	3	10	0	5
Bradley	6	26	8	10	0	30	10	6
Campbell	7	12	1	5	0	4	2	7
Cannon	8	16	7	40	60	27	25	8
Carroll	9	24	2	30	.....	3	25	9
Carter	10	20	15	22	78	25	15	10
Cheatham	11	.....	.....	.....	.....	.....	.....	11
Chester	12	33	0	0	0	5	50	12
Claiborne	13	30	0	13	3	8	0	13
Clay	14	30	0	25	26	10	.....	14
Cocke	15	30	3	2	1	3½	0	15
Coffee	16	85	3	20	0	12	6	16
Crockett	17	6	5	3	2	8	0	17
Cumberland	18	15	10	10	90	20	0	18
Davidson	19	20	10	33	11	33⅓	24	19
Decatur	20	35	10	14	.....	.....	10	20
DeKalb	21	10	7	45	45	10	7	21
Dickson	22	25	0	15	10	3	0	22
Dyer	23	20	0	30	3	5	2	23
Fayette	24	23	10	26	0	50	10	24
Fentress	25	25	0	6	1	.....	2	25
Franklin	26	15	1	13	59	15	10	26
Gibson	27	.....	.....	.....	.....	.....	.....	27
Giles	28	30	5	30	12	22	7	28
Grainger	29	20	5	5	5	5	5	29
Greene	30	23	10	25	10	60	20	30
Grundy	31	12½	4	25	6	16	16	31
Hamblen	32	23	5	23	77	36	23	32
Hamilton	33	8	5	33⅓	3	60	8½	33
Hancock	34	12½	6	15	.....	15	7	34
Hardeman	35	10	0	15	12½	0	20	35
Hardin	36	10	2	15	8	13	5	36
Hawkins	37	19	14	19	2	36	26	37
Haywood	38	10	10	20	20	80	40	38
Henderson	39	.....	.....	.....	.....	.....	.....	39
Henry	40	21	3	12	0	16	8	40
Hickman	41	63	0	7	0	7	20	41
Houston	42	25	10	40	0	10	10	42
Humphreys	43	18	0	12½	0	0	0	43
Jackson	44	20	1	10	0	10	10	44
James	45	63	5	10	5	5	10	45
Jefferson	46	18	7	20	0	15	0	46
Johnson	47	.....	.....	.....	.....	10	5	47
Knox	48	40	5	21	.....	50	10	48
Lake	49	20	2	22	0	10	5	49
Lauderdale	50	29	10	11	6	15	14	50
Lawrence	51	35	0	15	12	11	5	51
Lewis	52	40	7	7	0	20	15	52
Lincoln	53	15	18	35	8	50	33	53
Loudon	54	30	0	7	20	25	0	54
McMinn	55	50	0	7	0	0	0	55
McNairy	56	10	.....	20	6	10	0	56
Macon	57	20	2	10	12	2	10	57
Madison	58	13½	12	28	.....	30	5	58
Marion	59	40	1	10	15	20	10	59

TABLE VIII.—Continued.

Length of Teaching Experience and Academic Preparation of Teachers in Schools Having from One to Thirty Pupils in Daily Attendance.

County	Number	Per Cent of Teachers Having no More than One Year's Teaching Experience	Per Cent of Teachers Having College Diploma	Per Cent of Teachers Having First-Grade Certificate	Per Cent of Teachers Having Second-Grade Certificate	Per Cent of Teachers Having Equivalent of Four Years' High-School Course	Per Cent of Teachers Having Normal Training	Number
Marshall	60	10	18	64	8	80	10	60
Maury	61	30	6	18	0	60	8	61
Meigs	62	30	5	0	0	20	5	62
Monroe	63	25	0	0	0	5	0	63
Montgomery	64	10	0	50	25	25	5	64
Moore	65	13	0	3	33 $\frac{1}{3}$	1	0	65
Morgan	66	13	4	8	11	11	4	66
Obion	67	34	4	50	50	15	3	67
Overton	68							68
Perry	69	34	5	2	0	7	11	69
Pickett	70							70
Polk	71	13	3	8	11	16	8	71
Putnam	72	25	6	35	6	8	0	72
Rhea	73	25	6	50	2	22	6	73
Roane	74			18		2		74
Robertson	75	20	13	15	1	11	18	75
Rutherford	76	25	1	33	67	50	20	76
Scott	77	20	5	30	50	16	8	77
Sequatchie	78	12	0	10	40	0	0	78
Sevier	79	31	7	0	0	16	7	79
Shelby	80	8	13	30	70	90	20	80
Smith	81	24	11	34	15	24	16	81
Stewart	82	25	8	13	3	21	11	82
Sullivan	83	23	14	32	10	19	14	83
Sumner	84	15	10	42	0	40	16	84
Tipton	85	12	10	28		28	28	85
Trousdale	86	20	9	33	66	33	8	86
Unicoi	87	9	1	11	14	7	7	87
Union	88	25	2	10		5	2	88
Van Buren	89			1		50		89
Warren	90		20	50	40	60	13	90
Washington	91	28	13	30	13	37	12	91
Wayne	92	13	5	14	11	8	5	92
Weakley	93	20	15	42	49	26	14	93
White	94	10	8	25	10	21	8	94
Williamson	95	11	15	21	0	26	15	95
Wilson	96	40	8	60	10	50	10	96
Average		22	6.3	22	15	21	8.5	

The above table shows that—

- (1) 22 per cent of the teachers in the average county have no more than one year's teaching experience;
- (2) 6.3 per cent only have college diplomas;
- (3) 22 per cent have first-grade certificates;
- (4) 15 per cent have second-grade certificates;
- (5) 21 per cent have the equivalent of a four-years' high-school course; and
- (6) 8.5 per cent have had Normal training.

TABLE IX.

Quality of Rural School Supervision in Eighty-six Representative Counties in the State.

County	Number	Total No. Schools per County Superintendent	Total No. Days Given to Visiting Schools During School Term	Average No. Schools Visited per Day by County Superintendent	Average Time Spent in Each School on Each Visit	Average Amount of Time Given to Super- vising Each School During Session	Number
Anderson . . .	1	.....	14	4	20 min.	.....	1
Bedford	2	.....	35	22½	1½ hrs.	1½ hrs.	2
Benton	3	.....	40	2	4 hrs.	8 hrs.	3
Bledsoe	4	.....	42	4	2 hrs.	5 hrs.	4
Blount	5	.....	45	3	1 hr.	.....	5
Bradley	6	.....	30	1½	2½ hrs.	2 hrs.	6
Campbell	7	.....	45	2	4 hrs.	4 hrs.	7
Cannon	8	.....	60	2	4 hrs.	4 days	8
Carroll	9	.....	75	3	1½ hrs.	2 hrs.	9
Carter	10	.....	50	2	3 hrs.	4 hrs.	10
Cheatham	11	.....	.....	.....	.....	.....	11
Chester	12	.....	12	1	40 min.	.....	12
Claiborne	13	.....	44	4	1½ hrs.	30 min.	13
Clay	14	.....	100(2)	2	4 hrs.	4 visits	14
Cocke	15	.....	25	4	1 hr.	1 hr.	15
Coffee	16	.....	10	2	3 hrs.	3 hrs.	16
Crockett	17	.....	60	3	2 hrs.	2 hrs.	17
Cumberland . . .	18	.....	60	2	2 hrs.	2 hrs.	18
Davidson	19	.....	105	2	2 hrs.	4 hrs	19
Decatur	20	.....	10	2	4 hrs.	6 hrs.	20
DeKalb	21	.....	50	2	2 hrs.	6 hrs	21
Dickson	22	.....	25	3	2 hrs.	1 hr.	22
Dyer	23	.....	15	2	3 hrs.	1 hr.	23
Fayette	24	.....	50	2	3 hrs.	8 hrs.	24
Fentress	25	.....	26	2	2 hrs.	30 min.	25
Franklin	26	.....	20	3	1½ hrs.	1 hr.	26
Gibson	27	.....	.....	.....	.....	.....	27
Giles	28	.....	20	2	2 hrs.	1 hr.	28
Grainger	29	.....	36	2	1½ hrs.	1½ hrs.	29
Greene	30	.....	40	2	1½ hrs.	1 hr.	30
Grundy	31	.....	30	2	2 hrs.	4 hrs.	31
Hamblen	32	.....	29	3	2 hrs.	1 hr.	32
Hamilton	33	.....	all	2	4 hrs.	all	33
Hancock	34	.....	50	1	3 hrs.	1 hr.	34
Hardeman	35	.....	55	3	1½ hrs.	1 hr.	35
Hardin	36	.....	50	2	2 hrs.	1 hr.	36
Hawkins	37	.....	50	2	2 hrs.	1 hr.	37
Haywood	38	.....	8	5	45 min.	30 min.	38
Henderson	39	.....	.....	.....	.....	.....	39
Henry	40	.....	25	2	3 hrs.	1½ hrs.	40
Hickman	41	.....	30	3	30 min.	20 min.	41
Houston	42	.....	15	2	1½ hrs.	1 hr.	42
Humphreys	43	.....	45	3	1½ hrs.	1 hr.	43
Jackson	44	.....	30	2	2 hrs.	1 hr.	44
James	45	.....	.....	.....	.....	.....	45
Jefferson	46	.....	60	2	3 hrs.	1½ hrs.	46
Johnson	47	.....	110	2	2 hrs.	1 hr.	47
Knox	48	.....	40	4	2 hrs.	.....	48
Lake	49	.....	15	2	1½ hrs.	1 day	49
Lauderdale	50	.....	75	2	2 hrs.	6 hrs.	50
Lawrence	51	.....	30	3	3 hrs.	3 hrs.	51
Lewis	52	.....	40	2	2 hrs.	1 hr.	52
Lincoln	53	.....	75	1½	3 hrs.	1 hr.	53
Loudon	54	.....	12	4	30 min.	30 min.	54
McMinn	55	.....	11	3	2 hrs.	1 hr.	55
McNairy	56	.....	40	2	1 hr.	1 hr.	56
Macon	57	.....	25	3	2 hrs.	2 hrs.	57
Madison	58	.....	100	2	2 hrs.	1 day	58
Marion	59	.....	40	2	3 hrs.	1 hr.	59
Marshall	60	.....	18	2	4 hrs.	1 hr.	60
Maury	61	.....	50	3	2 hrs.	2 hrs.	61
Meigs	62	.....	.....	.....	.....	.....	62
Monroe	63	.....	60	2	1 hr.	1 hr.	63
Montgomery . . .	64	.....	50	2	2 hrs.	2 hrs.	64
Moore	65	.....	12	2	3 hrs.	1 hr.	65

TABLE IX.—Continued.

Quality of Rural School Supervision in Eighty-six Representative Counties in the State.

County	Number	Total No. Schools per County Superintendent	Total No. Days Given to Visiting Schools During School Term	Average No. Schools Visited per Day by County Superintendent	Average Time Spent in Each School on Each Visit	Average Amount of Time Given to Super- vising Each School During Session	Number
Morgan	66	.....	34	3	2 hrs.	1 hr.	66
Obion	67	.....	60	2	1 hr.	1 hr.	67
Overton	68	.....	.....	.....	.....	.....	68
Perry	69	.....	.....	.....	.....	.....	69
Pickett	70	.....	.....	.....	.....	.....	70
Polk	71	.....	30	2	2 hrs.	1 hr.	71
Putnam	72	.....	50	2	1 hr.	30 min	72
Rhea	73	.....	48	3	1½ hrs.	1 hr.	73
Roane	74	.....	52	1	1 hr.	1 hr.	74
Robertson . . .	75	.....	33	3	2 hrs.	2 hrs.	75
Rutherford . . .	76	.....	60	2	2 hrs.	2 hrs.	76
Scott	77	.....	52	2	2 hrs.	2 hrs.	77
Sequatchie . . .	78	.....	20	1	1 hr.	1 hr.	78
Sevier	79	.....	.....	.....	.....	.....	79
Shelby	80	.....	80	2	2 hrs.	3 hrs.	80
Smith	81	.....	140	2	4 hrs.	4 hrs.	81
Stewart	82	.....	50	2	2 hrs.	2 hrs.	82
Sullivan	83	.....	41	2	2 hrs.	2 hrs.	83
Sumner	84	.....	40	2	2 hrs.	1 hr.	84
Tipton	85	.....	30	3	2 hrs.	2 hrs.	85
Trousdale	86	.....	50	2	3 hrs.	3 hrs.	86
Unicoi	87	.....	18	2	3 hrs.	1 hr.	87
Union	88	.....	25	2	2 hrs.	2 hrs.	88
Van Buren . . .	89	.....	.....	.....	.....	.....	89
Warren	90	.....	80	2	2 hrs.	1 hr.	90
Washington . . .	91	.....	40	2	2 hrs.	2 hrs.	91
Wayne	92	.....	60	2	3 hrs.	3 hrs.	92
Weakley	93	.....	40	2	2 hrs.	1 hr.	93
White	94	.....	40	3	1½ hrs.	1½ hrs.	94
Williamson . . .	95	.....	100	3	2 hrs.	2 hrs.	95
Wilson	96	.....	51	2	2 hrs.	2 hrs	96
Average . . . .	.....	.....	40	2.4	2:10	1:50	.....

From the above table we find, in the average county,

(1) That the County Superintendent spends forty days annually visiting schools;

(2) That he visits, on the average, 2.4 schools per day;

(3) That he spent, on the average, two hours and ten minutes at each school; and

(4) That he gave, on the average, one hour and fifty minutes to supervising each school during the session.



MONTGOMERY COUNTY HIGH SCHOOL.
A combined city and county school.

TABLE X.
COST AND EDUCATIONAL EFFICIENCY OF TEACHING
BELOW THE HIGH SCHOOL IN THIRTEEN REPRESENTATIVE CITY SCHOOLS OF TENNESSEE.

Monthly Cost of Teaching per Pupil in Daily Attendance in the Elementary Department of Thirteen Representative City Schools of the State, Average Number of Daily Recitations per Teacher; Average Length of Each Recitation, and Average Length of the School Term in Days.

Cities	Monthly Cost of Teaching per Pupil in Daily Attendance	Average No. of Daily Recitations per Teacher	Average Length of Recitations in Minutes	Length of School Term in Days
Bristol.....	\$1 71	6	45	174
Brownsville.....	1 36	9	30	180
Covington.....	1 95	9	30	180
Chattanooga.....	2 30	8	30	173
Clarksville.....	1 55	10	30	180
Harriman.....	1 10	7	45	173
Jackson.....	1 63	10	35	180
Knoxville.....	1 43	9	30	180
Martin.....	1 05	10	30	180
Nashville.....	1 76	9	30	200
Park City.....	1 20	10	45	180
Sparta.....	80	10	30	180
Tulahoma.....	1 00	11	25	180
Average.....	\$1 27	8	33	180

TABLE XI.
Length of Teaching Experience and Academic Preparation of Teachers in the Elementary Department of Thirteen Representative City Schools of the State.

Cities	Per Cent of Teachers Having no More than One Year's Teaching Experience	Per Cent of Teachers Having College Diploma	Per Cent of Teachers Having Normal Training	Per Cent of Teachers Having the Equivalent of a Four-Years' High-School Course
Bristol.....	17	50	50	100
Brownsville.....	0	50	20	100
Covington.....	30	37	100	100
Chattanooga.....	10	20	20	100
Clarksville.....	10	22	50	100
Harriman.....	8	30	50	100
Jackson.....	14	50	50	100
Knoxville.....	6	60	50	100
Martin.....	0	100	100	100
Nashville.....	4	20	40	100
Park City.....	12	38	64	100
Sparta.....	0	20	20	100
Tulahoma.....	0	10	50	100
Average.....	6	39	46	100

From the above facts, taken from reports of thirteen City School Superintendents of the representative city schools of the State, it will be seen that the average cost of teaching per pupil in daily attendance in the elementary department of these city schools is only \$1.27, the average number of daily recitations is only eight, the average length of the recitation is thirty-three minutes, and the average length of the school term is 180 days.

TABLE XII.

Average Monthly Cost of Teaching per Pupil in Rural Schools Having from One to Thirty Pupils in Daily Attendance, Compared with the Average Monthly Cost of Teaching per Pupil in Daily Attendance in the Elementary Department of Thirteen Representative City Schools of the State.

City	County
Average Monthly Cost of Teaching per Pupil in Daily Attendance in the Elementary Department of Thirteen Representative City Schools of the State .....\$1 27	Average Monthly Cost of Teaching per Pupil in Daily Attendance in Schools Having from One to Twenty Pupils in Daily Attendance.....\$2 14

TABLE XV.

Average Number of Daily Recitations per Teacher, Average Length of Time to be Allotted to Each Recitation, and Average Length of School Term in Schools Having from One to Twenty Pupils in Daily Attendance, Compared with the Average Number of Daily Recitations per Teacher, Average Length of Time to be Allotted to Each Recitation, and Average Length of School Term in the Elementary Department of the Representative City Schools of the State.

City	County
Average Number of Daily Recitations per Teacher in the Elementary Department of Thirteen Representative City Schools of the State 8	Average Number of Daily Recitations per Teacher in Schools Having from One to Twenty Pupils in Daily Attendance..... 26
Average Length of Time in Minutes Allotted to Each Recitation..... 33	Average Length of Time in Minutes Allotted to Each Recitation..... 13
Average Length of School Term in Days 180	Average Length of School Term in Days..... 90

TABLE XVI.

Average Length of Teaching Experience and Academic Preparation of Teachers in Schools Having from One to Twenty Pupils in Daily Attendance, Compared with Length of Teaching Experience and Academic Preparation of Teachers in the Elementary Department of Thirteen Representative City Schools of the State.

	City	County
Per Cent of Teachers With no More than One Year's Teaching Experience	6	22
Per Cent of Teachers Having College Diploma.....	39	6.3
Per Cent of Teachers Having Normal Training	46	8.5
Per Cent of Teachers Having the Equivalent of Four Years' High-School Course.....	100	21

COMPARISON OF THE SINGLE-TEACHER RURAL SCHOOL WITH THE ELEMENTARY GRADED SCHOOLS OF CITIES AND TOWNS.

The foregoing tables are compiled from reports of County Superintendents and Superintendents of thirteen representative cities and towns of the State. A study of them reveals some interesting facts as to the relative cost and efficiency of the one-teacher schools of the country and the graded schools of cities and towns. Below is given a comparison in detail:

I. As to Cost.

The average monthly cost of teaching per pupil in the elementary grades in the cities and towns is \$1.27; for the same work in the one-teacher rural schools, with from one to fifteen in attendance, of which there are more than 400 in the State, the cost is \$3.02—that is, the monthly cost of teaching a boy or girl in the weak one-teacher rural school is \$1.75, or 138 per cent more than in the graded schools of cities and towns.

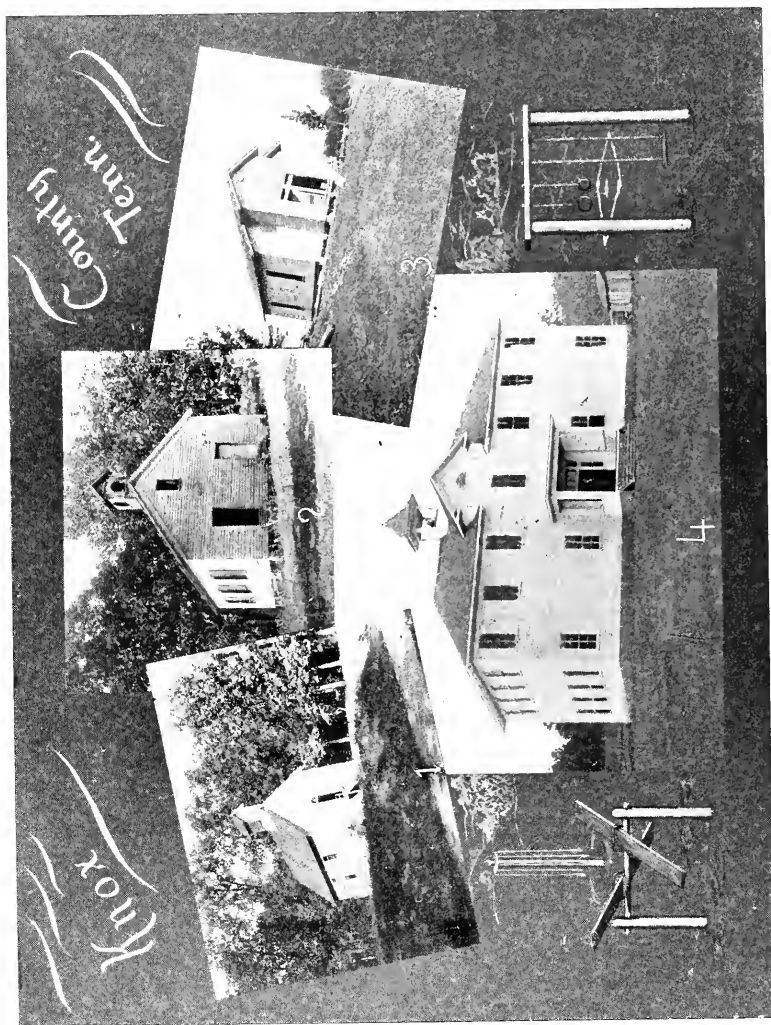
In the schools with attendance ranging from fifteen to twenty, the total number of such in the State being 765, the average monthly cost is \$2.14—87 cents, or 69 per cent, more than the cost in the cities and towns.

In schools with an average attendance from twenty to twenty-five, and there are 955 such schools in the State, the average monthly cost is \$1.90—63 cents, or 50 per cent, more than it costs in the cities and towns.

In schools with attendance ranging from twenty-five to thirty, of which there are 1,151 in the State, the average monthly cost per pupil is \$1.52—that is, 25 cents, or 20 per cent, more per pupil than it costs in the cities and towns.

II. As to Time Devoted to Recitations.

The teachers of the one-room country schools have, on an average, twenty-six recitations per day; the teachers in the



CONSOLIDATION IN KNOX.
1, 2, 3 are the abandoned schools, and 4 is the central consolidated school.

elementary grades of representative cities and towns in the State have, on an average, only eight recitations per day.

The average time devoted to each recitation, exclusive of all time allowed for interchange of classes, in the one-teacher rural school, is, approximately, twelve minutes; in the elementary grades of the representative cities and towns the teachers have, on an average, thirty-three minutes for each recitation.

III. As to Length of School Term.

The average length of school term in days in the one-teacher rural schools of the State is 99; in the elementary grades of the representative cities and towns it is 180—a difference of four months in favor of the city schools.

IV. As to Qualification of Teachers.

Thirty per cent of the teachers of the one-room country schools of Tennessee are raw recruits every year; in the cities and towns an insignificant number are without teaching experience.

In the one-room schools of the State 22 per cent of the teachers have had not more than one year's teaching experience; only 6 per cent of the teachers in the elementary grades of the cities and towns have a minimum of one year's experience.

Of the teachers in the one-room country schools, 6.3 per cent have college diplomas; while 29 per cent of the city teachers have such credentials.

In the one-room rural schools 8.5 per cent of the teachers have had Normal training; 46 per cent of the city teachers have had the benefit of such training.

Only 21 per cent of the rural school-teachers have had the equivalent of a four-years' high-school education; not a teacher is reported in the representative cities and towns without an education covering a four-years' high-school course.

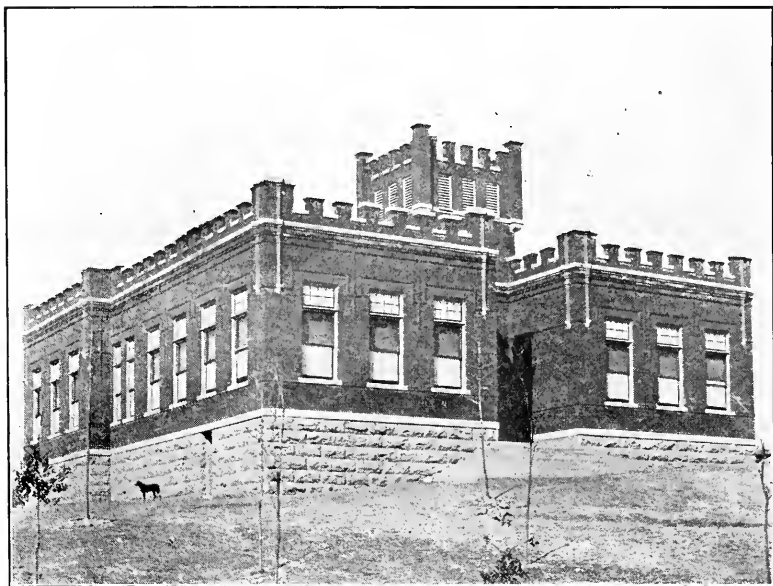
V. Supervision.

County Superintendents in the State spent, on the average, last year forty days visiting their schools. Each Superintendent visited, on an average, 2.4 schools per day and remained at each school two hours and ten minutes. Some schools were

never visited; so that one hour and fifty minutes is the average time given by the County Superintendents to supervising each school during the year.

These two conclusions, then, are certain from a study of the statistics contained in this bulletin:

1. **The Single-Teacher Schools are Relatively High-Priced.** They cost more, relatively speaking, than the schools of representative cities and towns. The average cost of tuition per



A WELL-APPOINTED RURAL CONSOLIDATED SCHOOL.

It will be a proud day for Tennessee when all the children can have schools as good as this.

pupil in the single-teacher country schools is \$2.08, against \$1.27 in the graded schools, or tuition in the typical country school costs 64 per cent more than in cities and towns. In actual dollars and cents the country school is costing less. The citizens of the rural districts are not investing in school work as much, in proportion, as their city neighbors; but, after all, the rural school system is not economical.

2. **The Single Teacher Schools are Inefficient.** The facts

indicate beyond question that the instruction in the city schools is of a much better type than in the single-teacher rural school. In time of recitation, length of term, qualification of teachers, and supervision, the typical country school is far behind the town and city schools. For inferior schools the country people are paying a large price; and when efficiency is joined with expense, the cost of the country school is many times greater than that of the city.



AN ATTRACTIVE CONSOLIDATED SCHOOL.

THE KIND OF RURAL SCHOOLS NEEDED IN TENNESSEE.*

There is no more important factor in the development of country life than the country school. The largest part of the population of the State still resides in the country, and there are hundreds of thousands of boys and girls who are entirely dependent upon the rural school for an education. They have neither the means nor the opportunity to go elsewhere for their training, and yet the rural school is not offering them the advantages they need and demand. It is frequently said that the rural school as at present constituted is robbing the farm boy of his natural heritage and sending him to a far-away country. The entire trend of its education has been away from the farm and into the city. The subject-matter of his text-books, the ideals of his teacher, the desire of his parents, the ambition which has sprung up in his own soul, have generally been away from the country, and the big things of city life have drawn him powerfully in that direction.

It is realized that a change is necessary; that a rural coloring must be given to the whole rural-school process—not for the purpose of making a farmer out of every boy in the country, not with the hope or desire of keeping every country girl in her country home, but to create a tendency among young people, reared in the country and educated in the country school, to remain on the farm.

The redirected rural school of the future must become a dynamic force to bring the farm boy into his own rich inheritance. It must breathe the very atmosphere of country life; it must be country life itself; it must be home life and must

*This article is based on a paper read by Principal Adams Phillips, of the Farragut High School, Concord, Tenn., at the last meeting of the East Tennessee Teachers' Association. It was so timely, so full of suggestion, that permission was asked to use it. It has been changed, however, to such an extent that he will scarcely recognize it. Due credit should be given him for any excellencies that appear in the article, but he is not responsible for any defects.

inspire better conditions in the home. Here the boy should learn to appreciate the beauties and value of his environment; he should have held up before his eyes the manifold possibilities for development in the various lines of agricultural pursuits. Here, too, he should learn to discover himself, to find out what his natural tendencies are; and in this atmosphere of natural life he should be able to make some measure of his own possibilities.

Factors in the Development of the Rural School.

The factors which are to contribute to the redirecting and vitalizing of the rural schools are four—the teacher, the course of study, an aroused public sentiment, and better buildings, equipment, and grounds.

The State makes the course of study and prepares the teacher; the teacher must arouse public sentiment, and this public sentiment will bring about better buildings, better equipment, more attractive surroundings.

I. The Teacher.

The most important factor in the development of the rural school is the teacher. There are other factors, of course, as have just been pointed out; but the teacher is such a big part of the educational machinery that it is easy to agree that “as is the teacher, so is the school.” Its success or failure can usually be traced to him. It is true he must have the co-operation of the patrons; and if he clearly appreciates the task before him and has the necessary training for his work, he can easily win their respect and admiration, and just as surely their coöperation. It is unfortunately true that the teaching force of the State is unsatisfactory. As long as it can be said that 30 per cent of the rural school-teachers are without experience, that 22 per cent have had no more than one year's experience, that only 21 per cent have had the equivalent of a high-school education, that only $8\frac{1}{2}$ per cent have had any Normal-school training, and that only 6 per cent have any kind of college diploma, the teaching force will remain unsatisfactory and no adequate system of instruction in the rural communities will be possible. Boards of Education sometimes act as if any kind of teacher will do for the rural schools, and

the one-room schools are frequently used as a trial school in which to train teachers for the more important positions. The time has come when boards should make a minimum scholastic requirement of a four-year high-school education of all applicants for positions, and, as rapidly as possible, should put into the schools men and women who have been especially prepared for teaching work.

Nothing can be more apparent than the fact that the training of the teacher who is to do the work of the rural school of the future must be radically different from the training which he has heretofore received. It was to give this specific



SEWING CLASS—HAMILTON COUNTY.

Showing the possibility of broadening the course of study in the consolidated school.

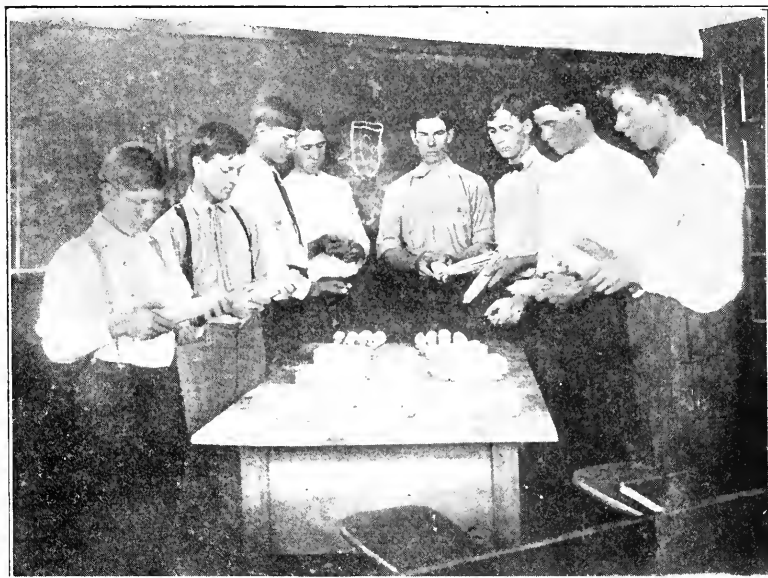
training for rural-school teachers that the three State Normal schools were created. Those who have the opportunity of taking advantage of the splendid course of study offered in these institutions should be enabled to undertake the great work of redirecting rural education. All teachers who enter upon the rural-school work without the proper vision of the things to be accomplished are bound to fall far short of what they ought to do. It is upon the teacher, the teacher trained in our normal schools, that the burden of building up the new type of educational institutions demanded in the country must necessarily fall. His is a great opportunity, his is a great work.

The rural-school teacher should at least have all the courses offered in the State Normal schools in agriculture, home economics, rural sanitation, manual training, in addition to the regular work required. The young woman who takes agriculture as well as home economics and school sanitation will be much better equipped for rural-school work than a young man who knows nothing of home economics. She is prepared to be a real leader in her community. She can be an inspiration to the boys as well as to the girls; she can be of help to the farmers as well as to their wives. The young man who would make his impress upon country schools and country life must know something of home economics as well as agriculture. Without such knowledge he cannot render the highest and best service in his position.

II. The Course of Study.

The course of study of the school is next in importance to the teacher. It is generally agreed that the present course needs revision and that certain new subjects should find a place in it. As the State prepares the course of study for all the rural schools, it will be a comparatively easy matter to bring about such changes as will best suit it to the needs of rural life. It is being more and more felt that a mistake has been made in copying the course of study of the rural schools from that given in city schools. It is not so much a change of subject-matter, however, that is contended for as it is a change in the point of view from which the subject-matter is presented. To this end many of the school text-books should be rewritten. Reading, writing, spelling, arithmetic, English, geography, and history must continue to be embraced in the course of study; but in their presentation the needs of the country boy and girl should be constantly kept in mind. In arithmetic, for instance, he should learn that the subject of percentage may apply to other things than dollars and cents; and he can soon be made to learn, especially from his lessons in agriculture, that it applies much more frequently to other things than it does to money. While all parts of arithmetic may be studied by the farm boys, emphasis should be placed upon the principles which will be of special use to him; and the quantitative aspects of rural life should make

up the bulk of his arithmetical problems. The English work should be correlated with nature study and agriculture, and he should be allowed to write about subjects that come within the range of his experience. Most of the poor composition work is due to a lack of ideas on the part of pupils who write. It seems to have been long thought that grammar was English and English was grammar; it is coming now to be realized that one can study English in the growing of corn, the feeding of chickens, and going in swimming; and that



JUDGING CORN IN A HAMILTON COUNTY SCHOOL.

The school is no longer preparation for life; it is life itself.

grammar is merely a guide to help in presenting to others the ideas that have been gained on these various subjects. Geography also will become almost another subject if presented from a farmer's point of view: and in history a rural teacher will find quite as much of real value in the study of agricultural and industrial development of the country as in the record of bloody battles and massacres.

In addition to the subjects mentioned above and correlated with them should be fundamental courses of practical agri-

culture, home economics, rural sanitation and hygiene. The fundamental principles underlying these subjects are few, the applications are many. The farm boy and girl should be well grounded in these fundamental principles by the time they are ready to leave school. The introduction of these new subjects is advocated by some for merely practical reasons, but there are others who see their deep pedagogical significance and whose advocacy is based on a sound educational philosophy. They want to see the work of the school related intimately to the life of the pupil. They see the necessity of so doing. They recognize that if school work grows out of human needs, the pupil will come to see the value and need of school tasks, and their work will possess an intrinsic interest which will insure progress.

We are in a transition period in educational work, and the changes which are imminent will amount to a revolution in their effects. It is hoped that a sane philosophy will guard our highest educational interests and will prevent the wanton destruction and unwise sacrifice of things of value which generally characterize revolutions.

There are many who are advocating to-day special agricultural schools for the rural regions and special industrial schools for the cities. There are others who believe that a wiser course would be to add these industrial subjects to the school curriculum, to correlate them with the work that is now being done, to make them an integral part of the educational system which now exists. If this can be done, we can save all that is best in the old and can utilize the valuable in the new, and thus develop, evolve, a system of instruction which will be most helpful and valuable and applicable to the conditions of modern life.

It is felt everywhere that school work must be naturalized and vitalized; the school must be recognized as not merely a preparation for life, but as life itself. Already the criticism is heard from various sources that eight years in the elementary school and four years in the high school is too long a period to be taken out of the average boy's life. If, however, we can work out a course of study so that the school will not be out of harmony with the pupil's surroundings; so that,

while he is at school, his economic, social, and industrial relations are constantly sustained, then such criticism will be without basis. For this reason it is felt that the corn clubs, the canning and poultry clubs which are being advocated and established over Tennessee to-day, possess not only practical value, but are sound pedagogically. The aim now is to make them an integral part of the school work, to have them directed by teachers who appreciate their value and relations, and thus enable the boy in school to make some contribution to economic life as a result—indeed, as a part—of his educational work.

This industrial work in the schools should gradually be extended; in the rural regions especially it should come to cover the general field of agriculture, should embrace home economics and other industrial work for girls which will keep them in touch with the peculiar activities in which they will likely engage. And in all the work it should be felt that they are not merely getting ready, through their schooling, for satisfactory and remunerative industry; but that their school includes industry, remunerative industry; that it is a vital, an essential, actual part of the educational process.

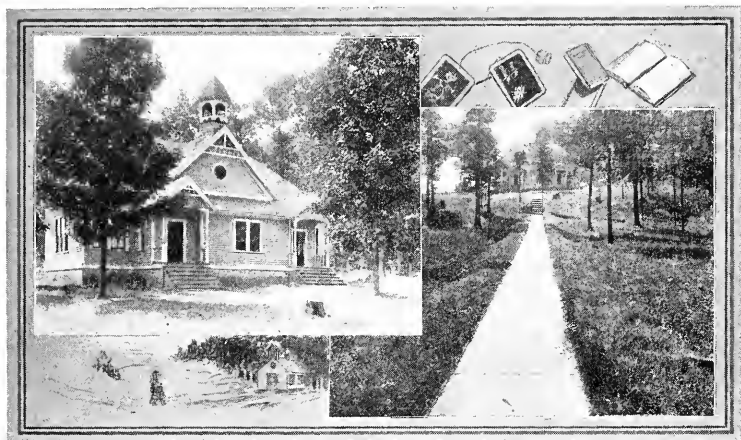
For such reasons as are herein expressed, for others not here mentioned, the course of study, especially in the elementary schools of the State, need radical revision. It is hoped that a wise educational leadership will work out a satisfactory and comprehensive scheme which will be modern, pedagogical, and full of life.

III. Public Sentiment.

IV. Buildings, Equipment, and Grounds.

As a factor in developing the type of rural school desired, an aroused public sentiment is of vital importance—not merely a sentiment in favor of schools, but an intelligent interest in school work, an appreciation of school values which will demand a school that will give efficient instruction and satisfactory educational opportunities to all the people of the rural districts. Fortunately, public sentiment throughout the country seems to have taken on new life in favor of a high type of schools. In many places it is not only aroused, but is becoming active and aggressive; in others, it is sad to record,

it is still enjoying a Rip Van Winkle slumber. What is needed is local public sentiment that will regard the rural school as the greatest institution in the land, a sentiment that will look upon the rural school as a part of each home, a place where the character of the child is to be greatly influenced, where its life and destiny is to be determined. The buildings and grounds should be made just as attractive as means will allow. The buildings should be properly lighted; the desks should be comfortable and adapted to the size of the students; good, beautiful, and elevating pictures should adorn the walls;



THE OLD AND THE NEW.
Showing improvement in grounds and building.

school libraries should be established, with an abundance of good, readable books; the ventilation of the buildings, the water supply, the toilet rooms, the floor dressing, the screening of the doors and windows, should be models of sanitary arrangements for the entire community. The school grounds should be sufficient to furnish opportunity for games and sports and also for the teaching of agriculture. The arrangements and planning of the grounds should be such that not only the students, but the parents as well, will be interested in carrying out the same kind of work in their homes. Properly aroused public sentiment, like a good rule, works both ways. The school must inspire and help the community, the

community will inspire and help the school. Where this mutual sympathy exists, school sentiment is bound to grow. One good work suggests another. The more the people do for the schools, the more they will see to do and the more they will want to do; and herein lies the secret of progress. The school belongs to the community; they can make it what they will; and when once they come to see the value of the school work, have an intelligent appreciation of what it means in their lives and the lives of their children, in the development of their community, there will be no limit to the zeal and energy and support which they will give to it.



THE LOG SCHOOLHOUSE IS FAST DISAPPEARING.



IS THERE MUCH INSPIRATION IN THIS FOR THE COUNTRY CHILD?
Consolidated schools ought to be substituted for schools like these.

WEAKNESSES OF THE SINGLE-TEACHER SCHOOL.

In advocating a general policy which involves a change in the present school organization, it will be necessary to consider the weaknesses of the present organization as well as the advantages which the proposed change offers.

The typical country school in Tennessee to-day is the one-teacher school. There are, of course, many schools with two and three teachers; but the single-teacher school exists in every county of the State, there being 4,605 of them. County Superintendents have advised the State Department of Education that, in their opinion, from 40 to 60 per cent of these weak schools can be advantageously abandoned.

The questions naturally arise: What is the reason for advocating their abandonment? Are they inherently weak? Is it possible to develop a satisfactory system of education for the rural districts and adhere, to any great extent, to the one-teacher school? It is proposed in the next few pages to answer these questions.

It has already been shown—

I. That the Single-Teacher Schools are Relatively High Priced. It costs more for tuition in them than it does in the graded schools of representative cities and towns. It may be repeated here that the one-teacher schools of the country are costing 64 per cent more than the graded schools of cities and towns, the average monthly cost of tuition per pupil in the country being \$2.08, as compared with \$1.27 in the graded schools.

II. That They Offer Insufficient Instruction. They have not sufficient time for recitations. They have an inferior teaching force, and competent supervision of them is practically impossible. It has never been questioned that the single-teacher school was costing more and at the same time was giving less in the way of instruction than the city school, but

this is perhaps the first time in this State when we could make these conclusions from unerring figures—not from a few counties, but from comprehensive reports from nearly every County Superintendent in the State.

III. The Single-Teacher Schools are Inadequate to Meet the Demands which are Being Made Upon Them To-day. The area served by such schools is 8 to 10 square miles. Most rural sections in the State are sparsely settled, and for an area of this size there is a small adult population and smaller school population and a still smaller school enrollment and attendance. This means schools with attendance ranging from one to fifteen, and in some instances from one to thirty:



LUNCHEON SERVED BY THE DOMESTIC SCIENCE CLASS

it means from one to eight pupils in each class and from twenty-five to thirty recitations per day. In such schools it is almost impossible to arouse that competition, interest, and enthusiasm among the pupils which is essential to their educational progress. In communities of this size we cannot hope to make the school the social and intellectual center for the people. The size and isolation of these schools are natural limitations that check educational development and prevent progress. As some one has said: "It tends to keep the community's childhood in the beaten paths of the past, and thus prevent the future community from realizing its fullest possibilities." In such a school, with a term of ninety-nine

days, with an inexperienced and untrained teaching force, with eight grades of work to be cared for by each teacher, division of labor is impossible, there can be no specialization, and a high type of instruction cannot be expected.

In the single-teacher school it is impossible to expand or to vitalize the course of study. There is a growing demand for the introduction of agriculture, domestic science, sanitation and hygiene, and industrial arts into all our schools—elementary as well as high. It is generally recognized that the



DOMESTIC SCIENCE.

It adds interest and value to school work. It can find a place in the consolidated school.

school course must be revised and vitalized; that it must grow out of the pupils' life and be related to their life in order to equip them for usefulness and service in their community. The biggest educational problem confronting us to-day is to make the school not merely a preparation for life, but life itself. It is believed by introducing these new subjects into the school course, correlating them with the subjects of instruction now required, by fostering the establishment of corn

clubs, poultry and canning clubs, and others of a similar nature, among the boys and girls in the schools, it will be possible to do away with much of the artificiality and aloofness from life which now characterize our school work, and thus render void the criticism which is made of our school system.

It needs no argument to show that this revised course of study can hardly have a place in our single-teacher schools. It is impracticable, impossible, to add to the burdens now carried by the teachers of such schools. They are already endeavoring to do so much that their work is necessarily inefficient; and if we are to meet these new demands which are made upon us, the single-teacher schools must give place to larger organizations, with three or four teachers, with suitable buildings, with adequate equipment, with sufficient acreage for carrying on the necessary work of the school and giving to the children of the county the educational advantages to which they are entitled.

It is universally agreed that the **Consolidated School** is the condition of educational progress in the rural districts.

The remaining pages of this bulletin are to be given to the consideration of the consolidated school—its history, its character, its advantages, its adaptability to educational conditions in Tennessee.

THE CONSOLIDATED SCHOOL—ITS MEANING AND ADVANTAGES.

A large number of bulletins have been issued in the last year or two dealing especially with the consolidated school, in every one of which its advantages have been set forth. In this paper it is not proposed to name all of the possible advantages that may come from the consolidation of schools, but only to point out a few of the more important ones. It is not meant that all of these benefits will follow from the mere fact of abandoning two or three one-room schools and substituting a larger school with two or three teachers, but it is true that the advantages herein pointed out are possible in a consolidated school and are practically unattainable in the one-room school.

Definition of Consolidated School.

The term "Consolidated School" has not yet been satisfactorily defined. Grouping two schools together is a consolidation, grouping three is a better consolidation; but it is coming to be more and more felt that the ideal consolidated school should mean not less than four teachers, that it should serve an area of from twenty to thirty square miles unless the population is very dense, and that facilities should be provided for transporting pupils to and from school. Only two counties in the State have transportation provided at public expense, but in a number of other counties there are schools sufficiently large in which pupils are transported in private vehicles and perhaps deserve the name of "Consolidated School" even in the ideal sense. It is believed that the people all over the State are becoming better acquainted with this new type of school and that it is growing in favor. It is hoped that it will find a place at an early date in every county in the State. Consolidation does not mean the ruthless, indiscriminate abandonment of single-teacher schools. The County Super-

intendent and County Board of Education should make a thorough study of their school situation, should work out a comprehensive plan of consolidation of schools, and then begin on it where sentiment is most favorable to it. When such a school is established in a county, its benefits will come to be realized by all the people of the county; and, as is the case already in some counties of the State, there will be requests—yes, demands—for similar schools in other sections of the county.

In working out the plans of consolidation, care should be taken to leave none of the school children unprovided for. This is the one danger in consolidation, and that danger vanishes whenever transportation facilities are provided.

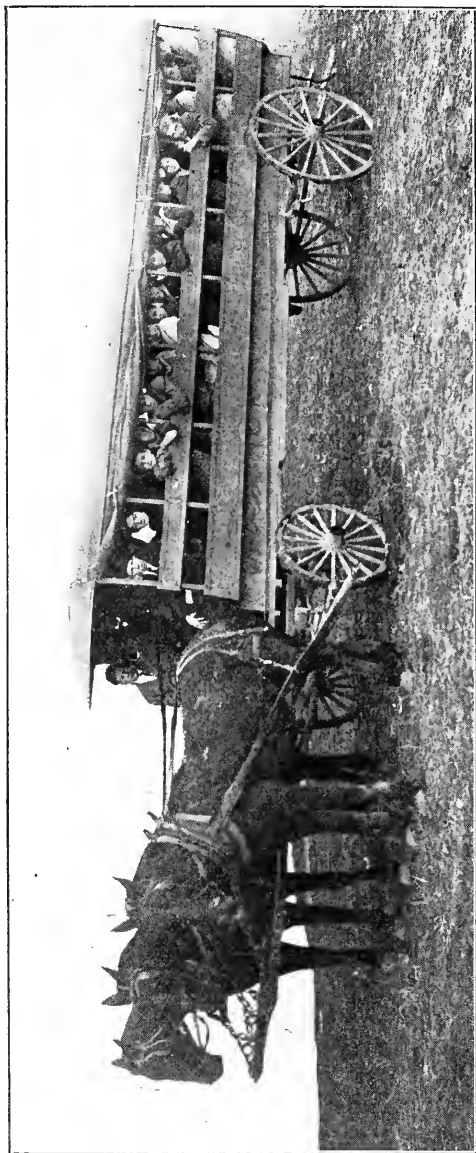
With this explanatory statement, let us consider some of the advantages which belong to this type of school.

I. The Consolidated School Means Better Teaching.

Even with our present teaching force, we can expect this result. With three or four teachers in the same school, no one will have more than two or three grades of work, the time devoted to each recitation will be lengthened, each grade will come for a longer period under the direct influence of the teacher, and the whole work of the school will necessarily be improved. If in such a school there is one experienced, broad-minded teacher as principal, the young and inexperienced associates working under his supervision will gain strength and inspiration and be able to give much more efficient instruction than if working alone.

II. The Consolidated School Means a Better Teaching Force.

Such a school offers inducements and attractions which are lacking in the single-teacher schools. There is opportunity here for specializing, and the teacher who has prepared himself for a particular line of work will find a congenial place. The community spirit, the social atmosphere, will attract a high class of teachers. The isolation of the single-teacher school repels, but the spirit of coöperation which will characterize the school community under the more favorable conditions will be a great attractive force. This school spirit, intangible as it may appear, will be the most forceful factor in develop-



FIFTY CHILDREN ON THEIR WAY TO A CONSOLIDATED SCHOOL IN SHELBY COUNTY.

ing the school. Three or four teachers working harmoniously together, with a large group of pupils under their instruction, catching inspiration from them, will make a combination impossible to resist. There will be no backward movement in such a school, but continued progress.

III. The Consolidated School Means Better Supervision.

Under present conditions, with the multiplicity of small schools, it is impossible to have competent oversight. When they are reduced from 40 to 60 per cent in number, as County Superintendents agree can be advantageously done, it will be possible for supervisors to make the round of the schools and to give sufficient time to their inspection and control. If we are to have an adequate teaching force in the State, it must be made largely out of those who are now engaged in the work, and it will be impossible to improve this teaching force without competent supervision. The consolidated school offers the best opportunity for securing it.

IV. The Consolidated School Means Larger Enrollment and Increased Attendance.

In every county, in every State where consolidation has been given a fair trial, this result has been secured. Superintendents Bynum and Williams, of Madison and Shelby Counties, respectively, bear testimony to the fact that the attendance and enrollment in all consolidations show an increase of from 25 to 100 per cent. A notable illustration of this increase is found in the case of the Mimosa School, in Lincoln County. Three single-teacher schools in the neighborhood had a combined enrollment of about 70. In the first year the consolidated school which took their place had an enrollment of 168. Illustrations of this character might be indefinitely multiplied.

Another significant fact deserves to be noted in this connection. Reports indicate that a much larger per cent of pupils enrolled in the consolidated school completes the eight grades of the elementary school than in the small single-teacher schools. This of itself will stimulate high-school interest, and there will be an increased number from the grade ready to enter upon high-school work. The consolidated school will do some high-school work, and will turn

over year after year to the central county high school a large percentage of the boys and girls of the county.

If this condition holds when consolidation is adopted as a general policy, results of great educational and economic importance to the State will follow. It will mean large contribution to progress and development through increased efficiency, greater intelligence, and better citizenship.

V. The Consolidated School Means a Revised Course of Study which will be Better Adapted to the Conditions of Rural Life.

It has already been shown that agriculture, domestic science, nature study, and kindred subjects, can find a place in consolidated schools and specialists in the various subjects can be secured. The whole work of the rural school can thus be given a rural coloring, and it will accordingly function more satisfactorily for country life. The boy or girl in the country with this revised course of study can get an intimate acquaintance with their surroundings as well as with the larger life of the world, and will be better equipped for the duties which are likely to devolve upon them.

VI. The Consolidated School is Economical.

It will offer instruction equal to that of the single-teacher school at a less cost and far superior educational advantages at the same cost. For the same expenditure the terms would be materially lengthened, salaries of the teachers substantially advanced, and the efficiency of the school system greatly increased.

But the main question to be considered is not cost, but efficiency. Poor schools are dear at any price. If, as is generally agreed, the one way to provide adequate means of education in the country is through consolidated schools, then the only economical course is to establish them.

VII. The Consolidated School Will Solve Many Rural School Problems.

It will give the country boys and girls the opportunity of securing a reasonably good education without disturbing their home relations. It will make it unnecessary to send them from home for school privileges or to break up country homes in going to town to educate their children. The consolidated

school with as many as four teachers will be able to do one or two grades of high-school work, and it can be articulated with the central county high school in such a way as to give a chance for first-class high-school education to every boy and girl of the county.

VIII. The Consolidated School can Become the Center of Community Life.

In this school will be encouragement to establish literary societies, social and agricultural clubs, farmers' associations, mothers' meetings, reading circles, athletic and field games,



TRANSPORTING CHILDREN TO THE CENTRAL CONSOLIDATED SCHOOL.

all of which are valuable to community life. The effect of such a school will be to socialize the various elements of the community; the school will be the center of attraction and interest and endeavor, and will make contribution not only to the intellectual life of the people, but to their social, industrial, and economic life as well. The consolidated school will manifest the value of coöperation, being itself a constant object lesson in coöperative effort; and if by any means it can assist in developing the social spirit which will express itself in co-operative buying and selling and coöperative methods of pro-

duction, it will have abundantly justified its existence and will have exhibited its social influence in the most beneficial and striking way.

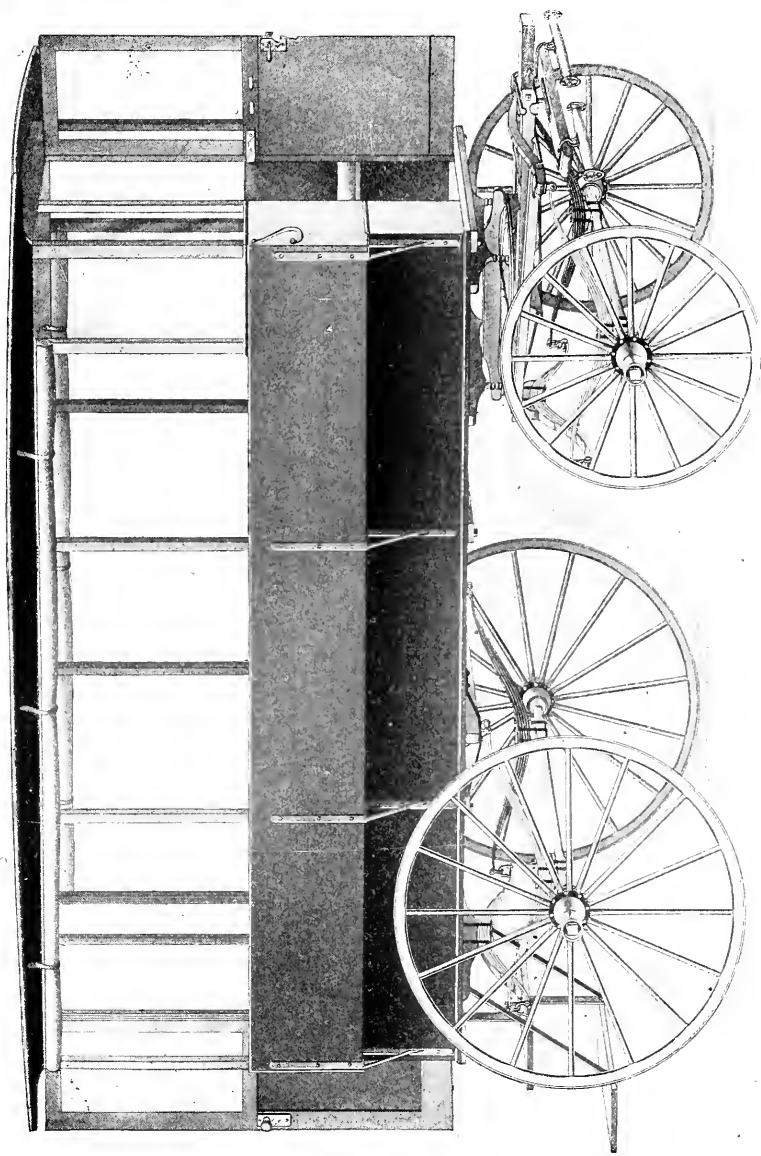
IX. The Consolidated School Means Equality of Opportunity.

It will make possible for the country boys and girls educational advantages equal to those enjoyed in the city—not the same advantages, but just as good and better adapted to their peculiar needs. Until this obtains we shall have no ideal educational system in Tennessee. All the children need to be educated. The State gives its money for all, the State is interested in all; and educational conditions should be equalized, not by lessening what is done in the more prosperous sections, but by strengthening the schools where the need is greatest, giving every child an opportunity for the best.

THE PUBLIC TRANSPORTATION OF PUPILS.

Consideration of Some of the Objections Urged Against it and Statement of Some of Its Advantages.

It has been several times suggested in this bulletin that the one danger in consolidation is the possibility of leaving some school children without educational advantages, and public-school officials make a great mistake when this is done. It will not do to place the schools so far apart that the children will fail to be within reasonable distance of the school. This does not mean reasonable walking distance, for it is undoubtedly true that we can never have sufficiently large school units in the State if all the children are forced to walk. Two counties in the State, Shelby and Madison, have inaugurated a method of publicly transporting school children to and from school. A number of States have been doing so for years. Transportation has been demonstrated to be practicable in every section of the United States. In the broad prairie regions of Indiana and the mountainous districts of Vermont, in the sparsely settled regions of Florida and Mississippi and the more densely populated portions of Massachusetts, transportation has been tried and shown to be successful. Indeed, to secure successful operation of consolidated schools, transportation of pupils is necessary. It equalizes distances, brings the pupils who reside farthest away in close contact with the school. By reference to pages 93-96 of this bulletin, one can read of the successful experience of two of the largest counties of the State with school wagons. So successful has it been in these counties and in other States that there is absolutely no fear of going back to the old method. County Superintendents who have tried it invariably write that the people now are asking that single-teacher schools be closed and the larger schools established and wagons provided; and there are many instances where the people themselves furnish their own means of transportation,



A GOOD SCHOOL WAGON FOR USE ON COUNTRY ROADS.
The illustration of this school wagon was furnished by Delphi Wagon Works, Delphi, Ind.

sending the children by the weak one-teacher school to the larger school at a farther distance away.

Of the various objections that are urged against transportation we may consider three:

I. Bad Roads.

Letters frequently come from County Superintendents and from citizens of the rural districts expressing the belief that the consolidated school is what they need, but stating that they cannot hope to secure them until pike roads have been built. It would, of course, be easier to provide transportation facilities where pike roads exist; but it is a great mistake to wait on better roads. Experience of other States demonstrates that good roads follow consolidated schools and transportation of pupils, but that it is not always true that consolidated schools and transportation follow good roads. Our experience in Tennessee bears out this testimony. There are a number of counties which maintain a splendid system of pike roads and have done so for several years, yet no great improvement in their rural schools is evident, and in some of them efforts for consolidation have failed. On the other hand, there are many instances in which successful consolidations have resulted in improved roads; in fact, one of the chief arguments for pike roads in some counties has been the desire of easily transporting children to the consolidated school. The writer personally knows a number of consolidated schools to which children are sent by private conveyance from three to six miles on the worst kind of roads; there are consolidated schools where pupils are transported at public expense at a much greater distance. The experience of our neighboring State, Virginia, in regard to transportation is so significant and the words of the State Superintendent of Public Instruction, describing it, are so pertinent that they are recorded here at length:

“Most of the Virginia roads are bad—very bad—in winter, but it takes even worse roads than the average to prevent transportation of children. Good roads and good schools should go together; but since neither exist in many of our communities, it is the purpose of the advocates of good schools to go right ahead, hoping that good roads will follow. Furthermore, there are to-day inadequate, unsatisfactory one-

room and two-room schools near to each other on some of the best roads in our State. These could easily be consolidated into large, well-graded schools. Some of them are being consolidated; others will be just as fast as we can educate the people to see the advantages.

"Do not, therefore, be deceived or misled by frequently uttered statements that we cannot have consolidation of schools and transportation of pupils until we have better roads. You can hear this all over Virginia. It is true that good roads make it easier to have consolidation and transportation, provided the people are intelligently interested in their schools; but experience and observation show that good schools do not necessarily follow good roads. Experience and observation have shown also that good roads do follow good schools, and that the consolidation of schools brings to bear on the county authorities great pressure for the improvement of roads leading to such schools. I say to you frankly that if we wait in the South for good roads before beginning a movement for consolidated schools and public transportation, we will make a fatal mistake. There are hundreds of schools in Virginia and thousands of schools in the South that can and should be consolidated, whether the roads are improved or not. My advice, therefore, to my fellow-workers is to go ahead and not wait for that millennial period when we shall have good roads everywhere. In Virginia every school man preaches good schools and good roads, and I am glad to add that the number of good-roads men who preach good roads and good schools is increasing."

It should be added that public transportation of pupils is by no means a theory in Virginia. In 1905 the policy of transporting pupils was begun, and that year a little over \$2,000 was expended for the purpose. The movement has steadily grown, proving so successful and satisfactory that last year approximately \$50,000 was expended for transportation purposes alone.

II. Fear of Expense.

The testimony of those who have tried it shows that this fear is groundless. No definite statistics are available for consolidated schools in Tennessee, but those from other States are significant and convincing. For instance, in Virginia it is stated that the average monthly cost of instruction per pupil in average daily attendance in the one-teacher schools without transportation was \$1.65. After consolidation and

with transportation at public expense, the average monthly cost of instruction is about \$1.25.

An Illinois report on consolidation sums it up by saying that—

“Consolidation and transportation tend to lessen expense so that the same grade of school can be had much cheaper, or a better grade at the same expense as patrons may desire; or, if they please, a full equipment of the best city schools may be established and conducted at a higher grade cost than heretofore and at a much lower rate than in the city.”

It goes on to say that country people are not only paying more for elementary instruction than city schools cost, including the high-school course, but, in addition, they pay out vast sums for tuition and other expenses for their older children attending city schools for what is not offered at home.

In the two counties in this State in which consolidation and transportation have been successfully operated the Superintendents tell us that it is cheaper and a great deal more satisfactory for both pupils and officials. Drivers are paid, on the average, \$35 per month, and school wagons may be had from \$80 to \$200 each. The drivers pay the expense of caring for their teams, and the board pays for nothing more than necessary repairs to the wagons.

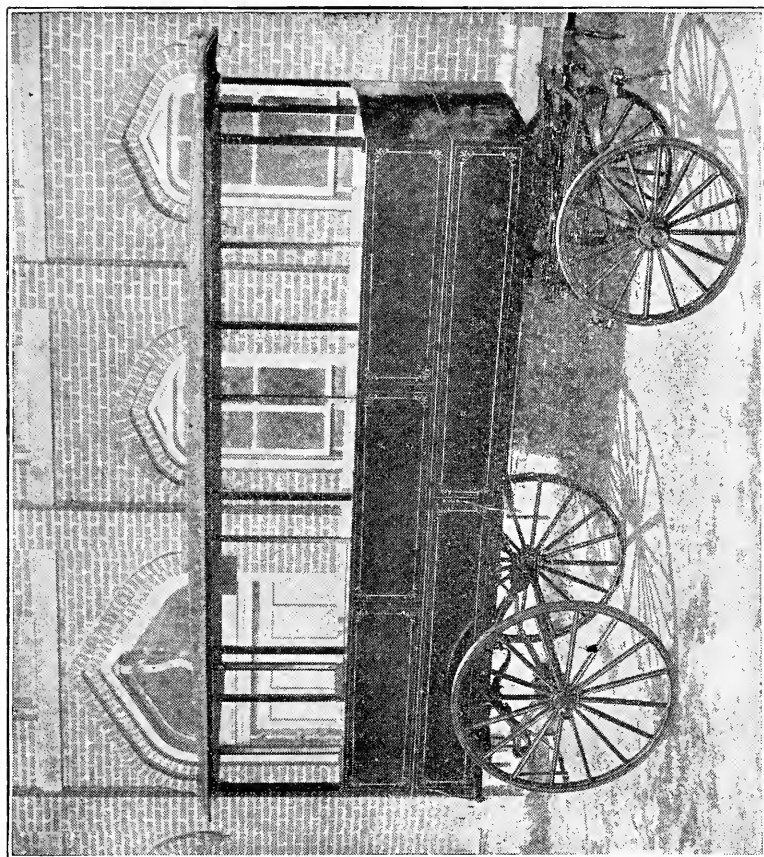
In the last analysis, however, it is not cheap schools that the people of the rural districts ought to want, but efficient schools. Even were the consolidated school more expensive, there would be ample compensation in the additional advantages that are secured. But when one takes into consideration the relatively high price of the single-teacher schools and the great expense which many farmers have in sending their boys and girls to the preparatory schools or to the city schools, it is easily capable of demonstration that by establishing a system of consolidated schools throughout the county, together with an adequate four-years' public high school, proper educational advantages can be secured for their children at a less cost than what they are now paying.

III. Prejudice Against Removal of Home Schools.

Here, after all, is the chief objection against the consolidated school and public transportation of pupils. Heretofore

it has been felt that the best way to extend educational advantages in the country was by multiplying schools. A school-house at every man's door was the slogan. We have apotheciosized the little red schoolhouse, the little brown schoolhouse, and the little old schoolhouse without any paint at all. People in the country have wanted a school. It has not mattered so much as to its efficiency, but the cry has been to get a school—to get one as near to each patron as possible. It has been believed that the ideal school for the country was a single-teacher school, as many of them as funds would permit, as close together as circumstances would warrant; and there are many people to-day who prefer a small, inefficient school near their home to a better one some distance away. The idea prevails that the near-by school increases land values and makes homes more desirable. This is true if the school is adequate and satisfactory, but there are many schools that do not add much to the attractiveness of the community in which they are located nor to the values of adjoining lands.

It would not be kind or just to disparage or discredit or unnecessarily criticise the work of the single-teacher school. It has done a great and noble work; it has had as teachers heroic souls who have labored under the greatest difficulties and have accomplished great things for the State; it has turned out many splendid men and women who, with no training except what it supplied, have made valuable contribution to progress and development. In other days and under more primitive conditions these schools have functioned well, and there are many localities in which for many years to come single-teacher schools will have to suffice (physical conditions will make it necessary); but the thinking people of Tennessee will not be blinded by prejudice so that they cannot recognize the inadequacy of this single-teacher school. When they read these pages of the successful operation of the consolidated school in many States about us, in some counties of our own State; when they learn that it makes possible a better school than can otherwise be provided for their children unless they move to town; and that this kind of school will give their young folks educational opportunities as good as those enjoyed in the cities, will equip them thoroughly and



A GOOD TYPE OF SCHOOL WAGON.

The illustration of this school wagon was furnished by Delphi Wagon Works, Delphi, Ind.

satisfactorily for their life work, there can be no question but that they will give their support, moral and financial, to consolidated schools.

Advantages of Transportation.

Consolidation and transportation are closely linked together; indeed, they constitute one and the same educational movement; and what is said as to the advantages of one will be necessarily true of the other. The benefits of consolidation which we have already enumerated apply as well to the matter of transportation, but in this connection it may not be amiss to emphasize some of the advantages that follow from the public transportation of pupils.

I. It Secures a Larger and More Uniform Attendance.

With a safe and satisfactory method of transporting children, the school is placed within easy reach of the entire school population. When comfortable conveyances are provided, bad roads and bad weather do not seriously interfere with attendance. It not only brings more children to school, but under such a system tardiness is reduced to a minimum. The wagon travels on schedule time, comes to each meeting place at practically the same hour each day, and leaves no excuse for absence or belated appearance. It will be readily understood how uniform attendance stimulates rapid progress. If transportation did this and nothing else, it would increase many fold the efficiency of the instruction given in the rural schools and would be easily worth any cost that might attach to it.

II. Public Transportation of Children Will Contribute Greatly to Their General Health.

Protected from all kinds of inclement weather, they go into school with dry shoes and dry clothes, and are thus saved from the ordinary ailments which affect school children and which are incident to the long walks over muddy roads in all kinds of weather.

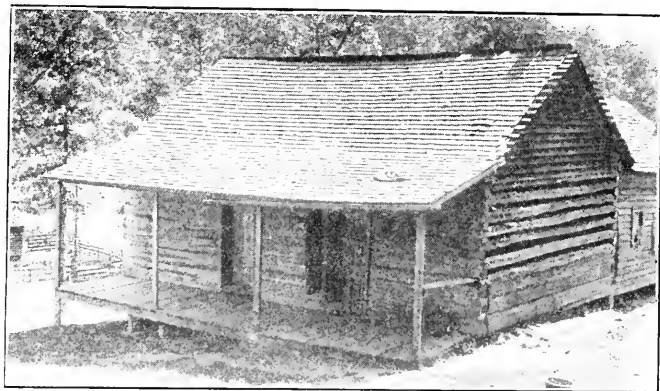
III. Transportation Means Better Moral Conditions.

It protects children from the danger of those offenses to decency and good morals which are so common on the road and which are well understood by everybody who has ever

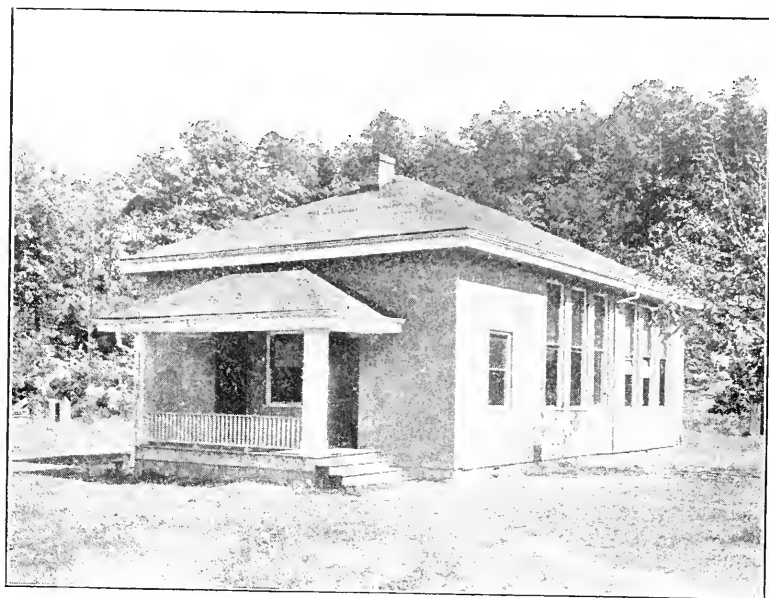
taught a country school. Quarreling, fighting, vulgar language are prevented, for in the care of responsible drivers the moral conduct of the children is carefully guarded. The driver is a truant officer and the guardian of the children on the way to and from school. He may be placed under bond and will be likely to attend to his duties.

IV. The School Wagon is a Socializing Agency.

The need of coöperative effort in the rural regions has several times been mentioned in this paper, and it would be well to consider the school wagon as having a vital part in this socializing tendency. Children of various ages, representing the various social classes that make up the community life, are absolutely on par in the democratic school wagon. The wagons that are used for the school in the day may be put into service during the evening to bring the children and their parents to literary concerts, school and social entertainments of all kinds that become practical when the consolidated school is established. School wagons thus bring the school within the reach of all the people of the community—not merely the children, but their mothers and fathers as well. It brings larger opportunities to all the people and contributes to their whole life.



THE LAST LOG SCHOOLHOUSE IN HAMILTON COUNTY.



THIS HAS TAKEN THE PLACE OF THE HOUSE ABOVE.
A beautiful and attractive substitute.

FIRST EFFORTS AT CONSOLIDATION IN TENNESSEE.*

Under the school law of 1873 the establishment of school districts was in the hands of the County Courts, and they were made without any reference to other district lines. It frequently happened that a few people, dissatisfied with the school or with the directors of their school district, would apply through a local magistrate to the County Court for a new school district; and in this way the school districts in the various counties were multiplied until in some instances there were as many as ninety districts. In a few counties each school was made a school district, and these were divided into smaller districts when a few families, dissatisfied with the teacher or for other cause, applied for a new school, and, of course, a new district. This meant in some counties between 250 and 300 persons signing warrants upon the school fund, and the school money became an easy prey to canvassing agents.

Of course the greatest objection to this system was the establishing of so many small schools, frequently with only ten or twelve pupils, where of necessity the interest for good work could not be maintained, and from a pedagogical standpoint 75 per cent of these small schools were complete failures. Appeals had been frequently made by State Superintendents to County Courts to restrict the number of districts and thus prevent the establishment of incompetent schools, but these appeals were unavailing. The subdivision continued, and little schools running from ten to twelve weeks were found in a majority of the counties of the State. It was impossible to ascertain the exact number of these schools, for in many cases the required reports were not furnished the

*By S. A. Mynders, President West Tennessee Normal School.

County Superintendents and were not included in the regular statistics.

The Legislature of 1903 passed an Act under which the school and civil districts were made coextensive, and the power to create school districts was taken away from the County Courts. The same Act required that the small schools should be abolished. Under this Act it was estimated that fully one thousand small schools in the State were discontinued, and the report the succeeding year shows a large number of good houses were erected.

It was the intention of the law to establish in each civil district, where the number of pupils permitted, one secondary school, centrally located, and as many primary schools as were absolutely necessary, and then one high school, centrally located, for the entire county. Experience has shown that the secondary schools were probably unnecessary in counties having high schools; but the scheme **did** succeed in preventing school directors in small districts from declaring every primary school a secondary school, and probably reduced the number of secondary schools a larger per cent than it did primary schools.

While the Act of 1903 did not immediately contemplate consolidation of schools as now understood—that is, the bringing together of many of these small schools by the use of the wagonettes and thus establishing a central graded school—it did pave the way for this kind of consolidation by educating the people to a better understanding of the great advantages of a large graded school over a small ungraded one, and at the same time brought about opportunity for better handling of the public school fund.

The Act in question, while not altogether successful, performed a very important duty and marks the beginning of consolidation in Tennessee.

The same Legislature passed an Act creating a County Board of Education for Montgomery County. This Act was prepared by the very efficient County Superintendent, Prof. P. L. Harned, and was another step in the important work of consolidation. The Legislature of 1905 extended this Act in the main to a few other counties in the State, and in 1907 the

present school-board law, prepared by State Superintendent R. L. Jones, was passed. Under this Act consolidation in the more modern acceptation of the term is possible, and what we now need is a more thorough education of the people as to its advantages and legislation that will give the necessary length of term for a successful graded school.

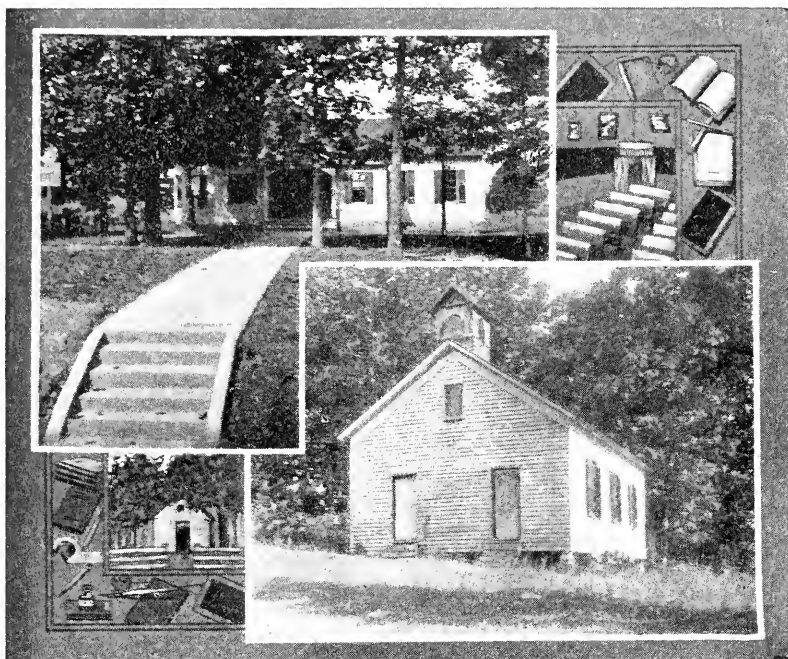
PROGRESS OF THE CONSOLIDATED-SCHOOL MOVEMENT.

The people of Tennessee who read this bulletin will understand that the conclusions as to the cost, inefficiency, and inadequacy of the small single-teacher school are applicable not merely to this State, and that the opinion as to the necessity and desirability of adopting consolidation as a settled school policy is held not alone by local school men, but there is practical unanimity among educators who have to deal with the rural-school situation that adherence to the policy of single-teacher schools will prevent proper school development and that consolidation is the condition of educational progress. The school men of the State especially are aware of the character and scope of the movement for consolidated schools, and, in general, are convinced of its wisdom. They are putting it into operation as fast as possible in their respective counties, and are using every means possible of creating such a sentiment in favor of it as to extend its operation.

*Rural-school consolidation in the United States began in 1869. For many years no great progress was made, and there are those who argue that, because of the little progress in its first years, it does not promise to become an influential factor in our educational system. Recent events, however, have made this opinion no longer tenable. During the last six or eight years more consolidated buildings have been constructed in the United States than during the twenty-five years preceding. Perhaps it is fortunate that during the early period

*This article is adapted from the first pages of a most valuable bulletin on "Consolidated Rural Schools," prepared by George W. Know, of the United States Department of Agriculture.

of its growth consolidation did not spread with greater rapidity. It was assimilated in the rural-school system as a result of observation and careful experiment, and, fortunately, lacks every element of a fad. It gains a foothold chiefly where civic ambitions and high educational ideals establish high standards and determine to attain them. There is an impressive substantialness about these schools which indicates



SCHOOL IMPROVEMENT IN KNOX COUNTY.

that the people who built them have unbounded faith in them. Consolidation of rural schools has won a permanent place among the distinctly American institutions.

Consolidation, with its attendant function of public conveyance of pupils, is now a part of the rural-school system of thirty-two States. Although in most States it is still limited to scattered localities, it has in several assumed noteworthy prominence. Indeed, it is already sufficiently broad in its scope as to be characterized as a national movement.

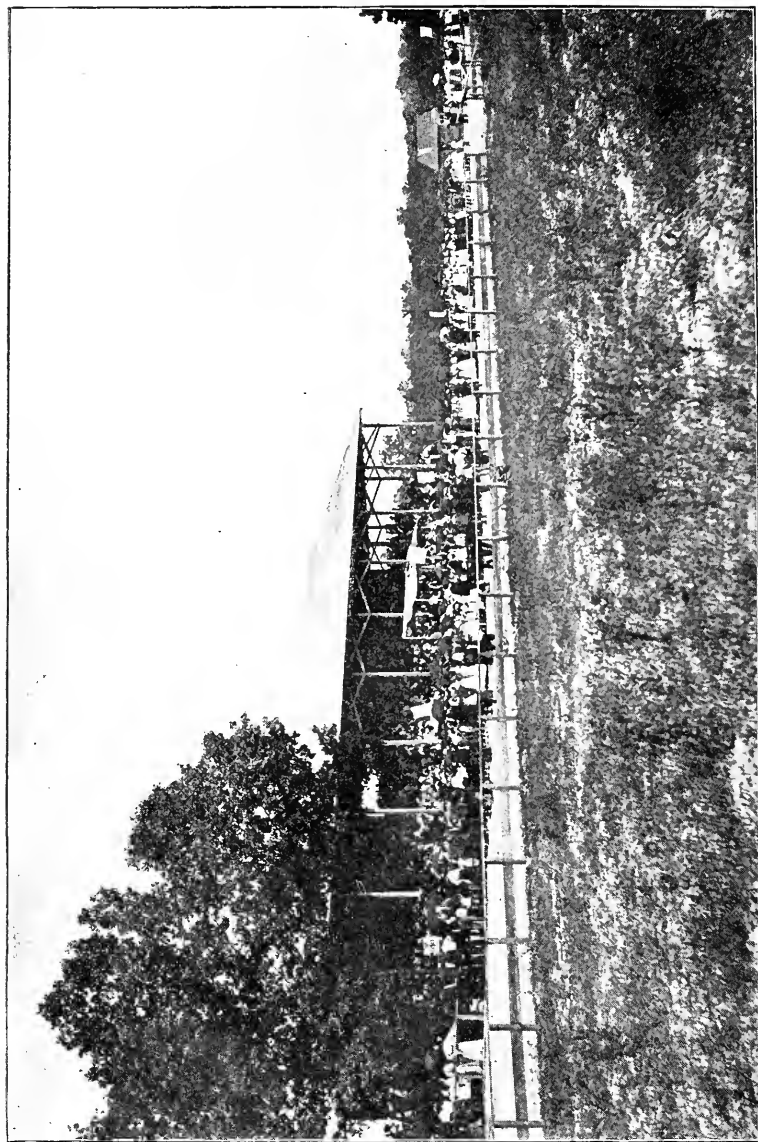
The typical consolidated school carries with it facilities for transportation of pupils at public expense, and we may take the expenditures in several States as indicating the progress of the movement. The following table is significant:

State	First Report	Amount	Last Available Report	Amount
Massachusetts	1889	\$22,118	1908	\$292,213
Vermont	1895	12,941	1908	73,465
Virginia	1905	2,101	1911	50,000
Indiana	1904	86,000	1908	290,073
Florida			1908	25,243
Louisiana			1911	54,000

It is to be regretted that we have not fuller and later statistics, but these are sufficient to show that when once consolidation with transportation has been adopted it grows steadily in favor. The fact of increased expenditure evidences the hold it has upon school authorities and the public generally. It is significant also that in the course of an investigation conducted by Mr. Know, of the United States Department of Agriculture, not one case of the abandonment of a complete consolidated school was found.

From many other States besides those noted above come reports of successful consolidation, the movement having received great impetus during the last few years. The Superintendent of Public Instruction of North Dakota writes that "the number of schools [in that State] which have been consolidated, complete or in part, have doubled within the last two years." Louisiana has made phenomenal progress. The first consolidated school in that State was established in 1903, and in 1909 there were 629 such schools, involving the abandonment of 1,939 one-room schools. Mississippi likewise has entered upon the movement with great vigor, and in many counties successful consolidations have been carried out. In North Carolina, Missouri—in fact, in nearly every State—the movement is well under way, and the consolidated school bids fair to become the typical country school of the future. It is estimated that in eleven Southern States during the last year at least 543 school consolidations were made.

Successful operation in more than thirty States furnishes ample evidence that there are no serious obstacles in the way of a much greater extension. Consolidation is as successful in Idaho as Florida, and serves the needs of the country district in Louisiana as effectively as in Indiana. As has been several times suggested in this bulletin, it has been tried in Tennessee, successfully tried, and in the counties of Shelby and Madison public transportation has been used with great success. It is believed that if the school officials of the counties of the State which have hesitated about adopting it will study its successful operation in Tennessee and in other States about us, they will lose no time in putting it into operation.



EDUCATION RALLY IN HENRY COUNTY.

People are demanding better educational opportunities for their children.

PROGRESS OF CONSOLIDATION IN TENNESSEE.

Attention has frequently been called in these pages to the fact that Tennessee is not without experience in the matter of school consolidation. There is scarcely a county in the State in which small schools have not been abandoned during the last few years and two or three or four grouped into strong centralized schools. Many counties in the State have in small villages, and even out in the country, graded schools with handsome buildings and reasonably adequate equipment. Hamilton, Knox, and Davidson Counties, especially, have excellent systems of rural schools; and many other counties in which there are no large cities also furnish gratifying evidence of school progress with substantial community schools. Seventy-six counties report 887 schools having two teachers, and seventy counties report 254 schools having three or more teachers. In these reports are not included, of course, any city or town schools, but only rural schools which are directly under the control of the County Boards of Education. Davidson County has sixteen schools with three teachers, four with four teachers, and three having seven, eight, and nine teachers. Shelby County has five three-teacher schools, four with four teachers, and eleven with more than four. Washington County reports six schools with four teachers; Robertson County, the same number. Gibson County has nine schools with three teachers and five with four or more. Knox County has twelve three-teacher schools and twelve with four teachers and more.

The following table sets forth in detail the progress of the movement during the past year:

TABLE XIII.

Showing School Consolidation in Tennessee During 1911.

County	Number New Schools Established	No. Schools Abolished	No. Teachers in Abolished Schools	No. Pupils in Abolished Schools	Average Area in sq. mi. Served by Each Abolished School	Average No. Rooms in New Buildings	Average Cost of New Buildings Including Furniture	No. Pupils in New Schools	Average No. Grades in New Schools	No. Teachers in New Schools	Average Distance Children Walk—mi.	Number
Bedford	1	3	3	31	14	5	\$1,800 00	155	8	3	1½	1
Bradley	2	3	3	70	25	3	2,000 00	154	8	3	2	2
Carroll	3	9	9	285	15	12	3,500 00	530	10	11	2	3
Carter	4	2	2	80	16	2	1,000 00	90	8	2	1	4
Cocke	5	2	2	100	10	2	1,000 00	112	8	2	1	5
Cheatham	6	4	4	120	16	15	13,200 00	588	12	13	2	6
Davidson	7	1	2	60	16	4	3,000 00	70	10	1	½	7
Dyer	8	1	2	100	16	2	1,091 00	94	8	2	2	8
Franklin	9	2	4	55	12	14	3,300 00	297	8	2	2	9
Giles	10	1	2	48	12	7	800 00	72	8	1	1	10
Greene	11	1	2	90	10	2	1,200 00	100	8	3	½	11
Hamilton	12	1	2	158	8	4	5,900 00	123	8	4	1	12
Hawkins	13	2	4	92	16	3	1,200 00	121	8	3	½	13
Haywood	14	1	3	60	10	2	1,350 00	50	8	3	½	14
Hickman	15	2	4	175	16	3	1,200 00	206	8	4	1	15
Henry	16	1	2	70	16	2	750 00	95	8	2	1	16
Jackson	17	2	5	110	17	5	2,400 00	212	10	4	1½	17
Knox	18	3	7	132	16	7	8,200 00	195	8	7	1	18
Lake	19	1	2	80	10	2	1,400 00	70	8	2	1½	19
Lauderdale	20	1	3	75	16	4	2,100 00	160	10	4	1	20
Lewis	21	1	2	65	12	2	800 00	70	8	1	1	21
Loudon	22	1	2	50	10	2	1,250 00	60	8	2	½	22
Lincoln	23	2	6	175	12	5	6,000 00	195	8	5	1	23
Marshall	24	1	3	171	16	2	1,500 00	85	8	2	1	24
Marion	25	2	4	180	12	10	14,500 00	500	9	10	½	25
Maury	26	3	7	160	16	6	3,000 00	200	8	5	½	26
Montgomery	27	1	2	111	12	2	1,125 00	120	10	2	½	27
Monroe	28	1	3	175	20	5	4,000 00	250	8	4	½	28
Morgan	29	1	2	33	16	2	800 00	91	8	2	½	29
McMinn	30	1	2	60	15	2	500 00	75	8	3	1	30
Overton	31	2	5	160	16	4	1,800 00	175	8	4	1	31
Robertson	32	1	3	90	16	2	1,200 00	110	8	2	1	32
Sevier	33	6	15	830	10	12	8,500 00	895	8	9	1	33
Scott	34	5	15	1,011	16	14	6,500 00	1,195	8	14	1	34
Warren	35	1	2	75	12	2	1,000 00	85	8	2	1	35
Wilson	36	1	3	190	16	4	1,500 00	225	8	4	1	36
Washington	37	1	2	55	10	2	1,000 00	65	8	2	½	37
Total	65	149	152	5,462	14	3	\$2,023 00	7,801	8	168	1½	

School Consolidation in Thirty-seven Counties in Tennessee
During 1911.

Number of new schools established.....	65
Number of old schools abandoned.....	149
Number of teachers in abandoned schools.....	152
Number of teachers in new schools.....	168
Number of pupils in abandoned schools.....	5,462
Number of pupils in new schools.....	7,801
Average cost of new buildings.....	\$2,023
Average number of rooms in new buildings.....	3
Average number of square miles to each new school.....	14
Number of grades taught in new schools.....	8
Average distance children walk.....(miles)	1½

These figures are sufficient to prove the statement that the consolidation movement is well under way in Tennessee. It is true that there are 4,605 single-teacher schools in the ninety-six counties of the State, but in nearly every county the Superintendent is studying the situation and is planning the abandonment of certain single-teacher schools. They estimate that from 40 to 60 per cent can be abandoned with advantage to the county, provided consolidations are made at strategic points and transportation facilities are provided.

A notable illustration of a recent consolidation in Middle Tennessee is found in the case of the Mimosa School, in Lincoln County; and the story of the movement there is so interesting that details of it are here given.

The Story of Mimosa.

The new consolidated school at Mimosa, Lincoln County, Tenn., stands out as a signal example of what the people of a typical rural community can do by coöperation.

Dixie Conger and his brother own two of the finest farms in Lincoln County, in the midst of the blue-grass region of Middle Tennessee. Their community has the advantage of splendid pike roads, telephone, rural free delivery, and other modern conveniences. It is an ideal section for living in the country; but, like most communities of its kind, the rural schools had been neglected, and the leading citizens were renting their farms and moving to the near-by towns to educate their children. Like others, the Conger brothers were not satisfied to leave the education of their children to the untrained teachers of the one-room rural school. For this reason alone, although they regretted to leave their farms, they decided to do so. They were not satisfied to give their farms into the care of the average renter, and applied to a near-by agricultural station for an expert agriculturist. After visiting the community and ascertaining the actual cost of a removal to the city, the head of the agricultural station suggested to them that they contribute one-half the amount toward a modern rural school for their community, inaugurate a movement to consolidate a number of near-by one-room schools, and remain on their farms. The Conger brothers

adopted the suggestion, got their neighbors interested, and the new consolidated Mimosa School stands as a monument of their efforts.

It is a four-room building, with two small additional rooms used for the principal's office and music room. The material used is limestone, quarried from the near-by hills. When finally completed, the cost will be \$10,000, contributed by both the citizens and county authorities.

Five one-room rural schools have been practically abandoned, and the attendance last year was 165, as against less



MIMOSA CONSOLIDATED SCHOOL.

than 100 in the old schools, and the term increased from four months to eight months.

A number of private conveyances are used to carry children to the school, and it is contemplated to put two or three school wagons on the road soon at public expense. The principal of the school is a well-trained man, and is ably assisted by two young ladies. Agriculture and domestic science are soon to be added to the course of study. The school is the center of social life in the community, and is the pride of all the people.

SUCCESS OF CONSOLIDATION AND TRANSPORTATION IN SHELBY AND MADISON COUNTIES.

Many County Superintendents are at this time considering the introduction of transportation wagons in connection with consolidated schools, and two counties have already provided them—namely, Shelby and Madison. The success of the movement in these two counties has been so marked, their experience has been so satisfactory, that expressions from their County Superintendents were sought and are given below.

Miss Mabel C. Williams, Superintendent of Shelby County, writes as follows:

“The transportation of pupils in public-school wagons has proved to be a great success in Shelby County. The system was instituted five years ago. We now have fifteen wagons running, with petitions for many more as soon as we can build the consolidated schools. **It would be impossible to persuade the pupils who ride in the wagons to leave the consolidated schools and go back to the one-teacher or two-teacher schools from whence they came.** The parents and teachers appreciate the greater advantages which the large school offers. We find that the attendance is better on the wagon routes, as the children do not have to consider the weather. Only one child has ever been hurt on the wagons, and that was not serious. We have carried as many as fifty in one wagon. I do not remember that we have ever had a complaint of drunkenness, profanity, tardiness, or carelessness on the part of the wagon drivers. In fact, most of the trouble which is anticipated from the adoption of the public-school wagon never happens.”

Mr. R. L. Bynum, Superintendent of Schools in Madison County, writes thus of the movement in his county:

“In reply to your inquiry touching the problem of consolidation and transportation in Madison County, I beg to say that we have been working at both for three years, we think,



TRANSPORTING BOYS AND GIRLS TO SCHOOL IN SHELBY COUNTY.
The people are thoroughly pleased with it. Transportation is necessary to successful consolidation.

with marked success. The idea has grown on the people so much that they come before the board and ask for consolidation. We run seven wagons now, and will put on at least three more next term. To give you some practical workings and results, I shall submit some figures that speak very strongly for the test: One of our consolidated schools, Spring Creek, had, before consolidation and transportation, an enrollment of 38; now the same school has an enrollment of 136, and has an attendance of twice the enrollment before.



CONSOLIDATION AND TRANSPORTATION IN TENNESSEE.
Here it is in Madison County.

The average daily attendance has increased 25 per cent in all our consolidated schools. We have managed so far to run the wagons without an increase in per capita cost; but if we continue to consolidate, we do not expect to use less money, but we expect to get much better results. The problem has worked well and is growing in public favor."

Below is given a table setting forth consolidation and transportation in these counties:

TABLE XIV.

Consolidation of Schools and Transportation of Pupils in Shelby County, Names of Consolidated Schools, Names of Drivers of Wagonettes, Salary, and Distance Traveled to School.

Name of Consolidated School	Name of Driver	Salary	Distance Traveled
Germantown.....	W. A. Howard	\$60 00	5 Miles
Levi.....	V. N. McCain (1).....	60 00	5 Miles
Levi.....	B. A. Johnson (2).....	50 00	4 Miles
Cuba.....	T. J. Branch.....	50 00	4 Miles
Rosemark.....	B. F. Parr.....	40 00	4 Miles
Rosemark.....	J. E. Mann.....	49 75	5 Miles
Rosemark.....	R. M. McCoble.....	40 00	3 Miles
Millington.....	Clarence Spencer.....	49 75	5 Miles
Messick.....	J. Hearndon.....	55 00	3 Miles
Messick.....	C. S. Motley.....	55 00	3 Miles
Elleudale.....	W. A. Bangh.....	50 00	3 Miles
Coleman.....	S. E. Barton.....	49 50	4 Miles
Cardova.....	E. D. Ellis.....	49 50	4 Miles
White Haven.....	M. B. Miller.....	60 00	5 Miles
Brunswick.....	V. B. Parr.....	44 50	4 Miles

The salaries above mentioned are for the services of the driver and his team, which he furnishes and feeds. The wagons cost, on the average, \$200, and they are paid for by the County Board of Education.

The wagonette consists of a closed-top spring wagon, with a long seat on either side the bed. Children enter from the rear. On the inside children are protected from severe weather. A small oil stove keeps the temperature comfortable.

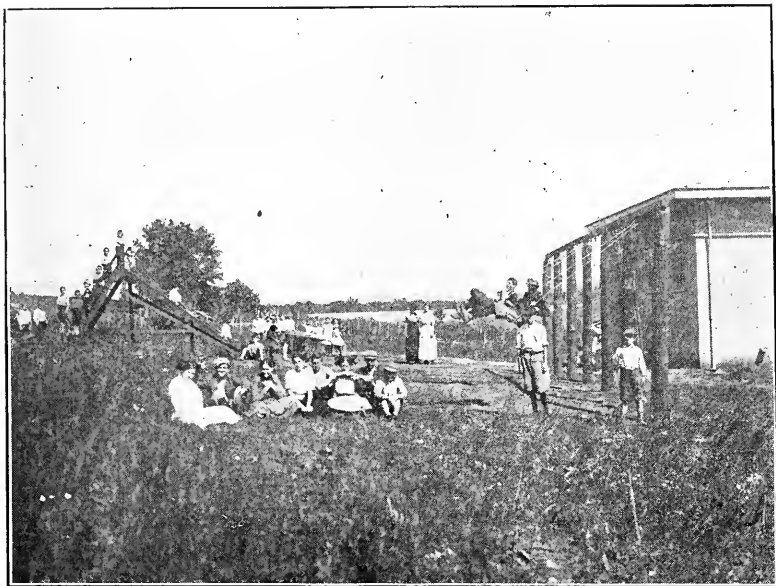
Drivers are held responsible for the conduct of children while in the wagonette. From twenty to fifty pupils are carried in each wagonette.

In most cases each wagonette represents an abandoned one-room school.

In Madison County only about five miles of the total distance traversed by the wagonettes are what are known as "pike roads." The others are common dirt roads commonly found in rural communities.

MADISON COUNTY.

Name of Consolidated School	Name of Driver	Salary	Distance Traveled
Pope.....	W. S. Harris	\$50 00	7 Miles
Pope.....	J. G. Montgomery.....	40 00	5 Miles
Pope.....	H. R. Alexander.....	40 00	5 Miles
Malesus.....	J. W. Lake.....	25 00	4 Miles
Pinsen.....	Lee Arnold.....	25 00	5 Miles
Center Point.....	W. R. Croon.....	40 00	5 Miles
Spring Creek.....	H. G. Utley.....	40 00	5 Miles



"ALL WORK AND NO PLAY MAKES JACK A DULL BOY."

NECESSARY STEPS IN ORGANIZING A COUNTY PLAN OF CONSOLIDATION.

I. Studying the County as a Whole.

In beginning the work of consolidation of schools, the county school situation should be carefully studied. Consolidation without regard to the county as a whole should be avoided, since it usually results in leaving a few isolated one-room schools too far away from the central school, or in locating the central school in communities where the population is changeable and thus necessitating a change in location at a later time to a more advantageous place. A detailed study of the county gives information absolutely necessary in planning consolidation. The location, number, and value of each school should be obtained, together with their entire equipment and the distances from each other, as well as the number of teachers employed, their salaries, experience, and qualifications, so as to get a measure of the educational condition of the community. In addition, should be known the location of the farm homes, the condition of the roads, and the location of streams. Such a study will also include the pupils of the various schools, their ages and scholastic attainment, and also the entire scholastic population dependent upon the various schools, with the distance of each pupil from the schools. With such information the County Superintendent is in position to take the other steps necessary in consolidation.

II. Map of the County.

A detailed map of the county should next be made, embodying as far as possible all the information obtained in the thorough study noted above. The map should show the location of every school in the county, the number of teachers employed and the number of pupils belonging to each, the location of farm homes and the number of pupils residing in each, and the public roads and the streams. On this map all pro-

posed consolidations should be indicated, the wagon routes to the same, and the probable number of pupils in the new school. When such a map is complete, it will give a clear and concise idea of the school situation as a whole and make it easy to begin the agitation for consolidated schools.

III. Determining the Location of Consolidation Centers.

The consolidated school should be located with a view of serving the most people in the most convenient manner. The surrounding population should be stationary and large enough to insure permanency, and the area which the school serves should be of sufficient size to furnish an attendance for a thoroughly graded school. In determining the location, the matter of buildings, commodious and well equipped, and of grounds should be taken into consideration. Too much attention cannot be paid to the location of the consolidated school, and its accessibility should always be carefully considered. When it can be located in a village or community where a number of roads come together, or even at cross-road points, it is usually to be desired. Where roads are favorable, children can be transported seven or eight miles. In Madison and Shelby Counties the average routes covered are five miles.

IV. Indicate Consolidation Centers on Map and Collect Data.

When the consolidation centers for the county as a whole are determined upon, these should be indicated on the map of the county. Then there should be made an estimate of the probable size, cost, and equipment of each consolidated school building and the necessary wagon routes leading from the surrounding communities. All facts bearing upon the cost and maintenance of the schools, as compared with the old ones to be abolished, should be collected.

Finally, the many advantages to be offered by the new schools should be clearly set forth. It should be shown how they will make proper grading possible, and one teacher will not attempt to cover the eight grades of the elementary course of study, with twenty-five or thirty-five recitations per day and ten to twelve minutes to each recitation, as exists in the average one-room rural school; but the number of grades to each teacher may be reduced to two or three and plenty of

time can be given to properly conduct the recitations. Also the opportunity offered in the consolidated schools of introducing agriculture, domestic science, and manual training should be emphasized. Attention should be directed to the new and progressive spirit which characterizes the consolidated school, which expresses itself in the unification of county educational interests and creates in the child and parent as well a pride in the larger outlook for home, community, and county.

V. Beginning the Agitation.

While the plan for consolidation is for the county as a whole and may affect every school in the county, yet it would hardly be wise to endeavor to make all desirable consolidations at once. In some communities the meaning of consolidation may not be understood. In some the opposition may be stronger than others, and it may be that this opposition could be overcome better by an actual example of a successful consolidated school than in any other way. The best way, then, is to select the most available community, one where there is the least opposition to and the strongest sentiment for consolidation, and one which presents the best opportunity for successful consolidation. Concentrate upon this one point and bring to bear all material collected in the investigations already made in this one county. The people may be reached in public-school mass meetings and by a house-to-house canvass if necessary. This should be kept up until all the people are reached and the movement thoroughly understood. It is usually not best to give the people to understand that consolidation is going to be forced upon them. This can be avoided by getting some of the most influential citizens of the county to take the lead in the matter and urge the county to assist in the movement. There is generally a strong prejudice against giving up the little home schoolhouse, however humble and uninviting. This must be overcome by a clear understanding of the great advantages of the new type of school, and for this reason it is absolutely necessary for those who are to lead in the movement to be in possession of all the proof as to the larger opportunities to be had in the consolidated school.

CONCLUSION.

The general purpose in the preparation of this bulletin has been to create a more intelligent interest on the part of the people of the State in the educational situation in the country districts. Destructive criticism of the country-school system, as typified in the single-teacher school, has not been indulged in; but some constructive proposals have been made which, there is reason to believe, will, if adopted, add strength and vigor to the system, adapt it to modern needs, and enable it to respond effectively to the demands which are being made upon it.

The school officials have long recognized the inherent weaknesses and the general inefficiency of the single-teacher school; but no thorough investigation had been made in Tennessee, and we could not, heretofore, undertake to give with any accuracy a measure of the expensiveness and inadequacy of the typical country school.

For this reason it was determined to make a study of the situation and to present the results to the people of the State. It is hoped that this bulletin, which is based upon this investigation, will appeal to them; that it will find careful and thoughtful perusal and will result in renewed interest in all school matters.

It may be repeated here that—

1. The investigation has shown **the expensiveness of the country schools**. The data collected covers the various type of single-teacher school, and shows that the monthly cost of tuition of each pupil in attendance ranges from \$1.52 to \$3.02, the average being \$2.08. Along with this information about the country schools we gathered certain facts concerning graded schools. Reports were made by the school authorities of thirteen representative cities and towns, giving details of the administration of the elementary departments of their schools. The cost of teaching in the city schools, as evidenced by these

reports, shows a marked contrast to that of the ungraded county schools, being only \$1.27, as against the average of \$2.08 for the county—that is, tuition in the county schools is costing from 25 to 138 per cent more than in the city and towns.

This is the first fact for the people of Tennessee to consider.

2. The investigation has clearly revealed what was generally understood—namely, the inferiority of the rural school and the inefficiency of the instruction therein given.

The teachers of the one-room schools are not well qualified. Few of them have had normal training or possess a college degree, only a small per cent have had a high-school education, and large numbers of them are without teaching experience.

Besides, the very organization of the one-teacher school makes for inefficiency. With the burden of seven or eight grades upon one teacher, with twenty-five or thirty recitations per day, with an average of twelve minutes to each recitation, great progress on the part of the pupil cannot be expected; and with a multiplicity of small schools as exist in most of the counties, anything like competent supervision is impossible.

This condition is also in marked contrast with the city school. There we have, for the most part, experienced teachers, better qualified professionally and academically. City teachers, too, have every advantage in the way of organization. They average eight recitations per day and devote about thirty-three minutes to each recitation. As suggested above, it has been known that the instruction in the graded schools of cities and towns is superior to that in the country school, and this investigation only verifies that opinion.

Here, then, is fact No. 2 for the people of Tennessee.

3. The inadequacy of the single-teacher school has been clearly demonstrated in this bulletin. Everywhere there is complaint of its lack of gradation, of its antiquated course of study, and the need for revising and vitalizing it; and to do this, new subjects of instruction must be added. It must be admitted that there is justice in these demands, but at the

same time confession must be made that the single-teacher school cannot meet them. This conclusion has been reached not only by local school men, but thoughtful educators all over the country hold the same opinion.

This is the third important fact set forth in this bulletin.

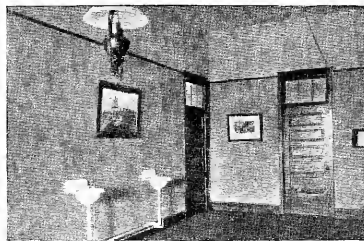
The remedy proposed is consolidation with transportation.

The movement for its establishment has been inaugurated in thirty or forty States of the Union. This bulletin sets forth the advantages of the consolidated school and its adaptation to rural-life needs. The advantages are not merely from a theoretical point of view, but the experience of counties in this State and many other States is put in evidence.

It is not meant that the consolidated school will, by the mere fact of its establishment, solve all our school problems; but it is the consensus of opinion among leading educators that it offers possibilities of securing better teachers, more capable supervision, more modern courses of study, and a more effective appeal to the people, which will result in larger attendance, longer terms, better buildings, more adequate equipment, more attractive surroundings than can be hoped for from the single-teacher schools which now prevail.

This, then, is the conclusion of the whole matter—the need of the consolidated school and its adaptability to our rural conditions.

If the people of the State will give these facts the intelligent consideration which they deserve, our rural-school system can be brought to an equality with the best graded schools of the State and we can realize what we have hoped for and worked for—first-class educational opportunities for every boy and girl in the Commonwealth.



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